

CHƯƠNG TRÌNH ĐÀO TẠO KHÓA 2025
NGÀNH MARKETING
TRÌNH ĐỘ ĐẠI HỌC

*(Kèm theo Quyết định số 1059/QĐ-ĐHQT ngày 04 tháng 9 năm 2025
của Hiệu trưởng Trường Đại học Quốc tế)*

1. Thông tin chung

- Tên ngành đào tạo:

- + Tiếng Việt: Marketing (chuyên ngành Marketing Số; Quản trị Vận hành Marketing)
- + Tiếng Anh: Marketing (specializing in Digital Marketing; Marketing Operation Management)

- Mã ngành đào tạo: 7340115

- Loại hình đào tạo: Chính quy

- Ngôn ngữ đào tạo: Tiếng Anh

- Thời gian đào tạo: 3.5 - 4 năm

- Tên văn bằng sau khi tốt nghiệp:

+ Tiếng Việt: Cử nhân Marketing

+ Tiếng Anh: Bachelor of Business in Marketing

- Nơi đào tạo: Trường Đại Học Quốc Tế - Đại Học Quốc Gia TP.HCM

2. Thông tin tuyển sinh và kế hoạch đào tạo

a. Đối tượng tuyển sinh

Đối tượng tuyển sinh căn cứ theo quy chế tuyển sinh đại học của Bộ Giáo dục và Đào tạo và Thông tin tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Thông tin tuyển sinh của trường Đại học Quốc tế.

b. Hình thức tuyển sinh

Trường Đại học Quốc tế thực hiện tuyển sinh theo Quy chế tuyển sinh Đại học ban hành hàng năm bởi Bộ Giáo dục và Đào tạo, căn cứ theo Thông tin tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Thông tin tuyển sinh của trường Đại học Quốc tế.

c. Nhóm ngành tuyển: Kinh doanh – Quản lý – Kinh tế (IU02)

d. Tổ hợp môn xét tuyển: Toán, Lịch sử, Tiếng Anh; Toán, Địa lý, Tiếng Anh; Ngữ văn, Toán, Tiếng Anh; Ngữ văn, Lịch sử, Tiếng Anh; Ngữ văn, Địa lý, Tiếng Anh.

e. Dự kiến chỉ tiêu tuyển sinh, quy mô đào tạo

Dự kiến chỉ tiêu tuyển sinh, quy mô đào tạo trong 5 năm đầu của ngành đào tạo:

Năm	2025	2026	2027	2028	2029	Từ 2030 trở đi
Tuyển sinh mới	50	50	70	70	70	80
Quy mô đào tạo	100	150	220	240	260	290

3. Mục tiêu đào tạo

a) Mục tiêu chung:

Triết lý đào tạo cử nhân Marketing của Khoa Quản trị Kinh doanh là “*Kiến thức làm nền tảng – Kỹ năng làm chủ đạo – Chuyên nghiệp trong hành động – Thích ứng linh hoạt*” (*Knowledge as Foundation, Skills as Mastery, Professionalism as Conduct, Adaptability as Advantage*). Chương trình hướng tới đào tạo những cử nhân Marketing có nền tảng kiến thức chuyên môn và ngành vững chắc, phẩm chất và đạo đức nghề nghiệp tốt, tinh thần trách nhiệm xã hội cao, tư duy sáng tạo, cùng các kỹ năng nghề nghiệp, năng lực số đáp ứng yêu cầu của các chuyên ngành *Marketing Số (Digital Marketing)* và *Quản trị Vận hành Marketing (Marketing Operation Management)*. Sinh viên tốt nghiệp có khả năng linh hoạt thích ứng trước sự biến đổi nhanh chóng và khó dự báo của môi trường kinh doanh, sẵn sàng đảm nhận các vị trí chuyên môn và quản lý trong lĩnh vực Marketing.

Bảng 1. Sự phù hợp của mục tiêu đào tạo với Tâm nhìn, sứ mạng và Mục tiêu giáo dục của Luật giáo dục đại học.

Mục tiêu đào tạo của CTĐT	Tâm nhìn	Sứ mạng	Luật giáo dục
- Khoa Quản trị Kinh doanh – trường Đại học Quốc tế có sứ mạng dẫn dắt và truyền đạt kinh nghiệm giúp sinh viên phát triển kiến thức và các kỹ năng quản trị cần thiết. Từ đó, sinh viên ra trường có đủ khả năng để thực hiện các công việc bản thân yêu thích và là nhân tố đóng góp tích cực cho sự phát triển chung của xã hội. - Triết lý đào tạo cử nhân Marketing tại Khoa QTKD là ‘<i>Kiến thức làm nền tảng - Kỹ năng làm chủ đạo - Chuyên nghiệp trong hành động - Thích ứng linh hoạt</i>’ (<i>Knowledge as Foundation, Skills as Mastery, Professionalism as Conduct, Adaptability as Advantage</i>).	Trường ĐHQT là trường đại học nghiên cứu thuộc топ đầu tại châu Á; là CSGD quốc tế, tự chủ, sáng tạo; là nơi vun đắp và phát triển nguồn nhân lực chất lượng cao cho thị trường lao động trong nước và quốc tế.	- Là CSGD quốc tế, mang bản sắc văn hóa Việt Nam - CSGD đại học đi tiên phong trong đổi mới cơ chế quản trị đại học theo mô hình tự chủ và tiên tiến. - Đào tạo chất lượng cao đa ngành – đa lĩnh vực. Đạt chuẩn kiểm định chất lượng giáo dục theo tiêu chuẩn quốc tế/ khu vực cho tất cả các CTĐT - Giảng dạy và nghiên cứu thực hiện bằng tiếng Anh là điểm khác biệt nâng tầm quốc tế của nhà trường. SV	- Có kiến thức chuyên môn toàn diện, nắm vững nguyên lý, quy luật tự nhiên - xã hội - Có kỹ năng thực hành cơ bản - Có khả năng làm việc độc lập, sáng tạo và giải quyết những vấn đề thuộc ngành được đào tạo

Mục tiêu chung của chương trình Marketing là đào tạo được những cử nhân ngành Marketing có nền tảng kiến thức chuyên môn và ngành vững chắc, phẩm chất tốt, có đạo đức nghề nghiệp, khả năng tự chủ và trách nhiệm với xã hội cao, có khả năng tư duy sáng tạo, có các kỹ năng cần thiết trong nghề nghiệp phù hợp với các chuyên ngành đào tạo về Marketing Số (Digital Marketing) và Quản trị Vận hành Marketing (Marketing Operation Management) thích ứng sự biến đổi nhanh và khó dự báo của môi trường kinh doanh.		được đào tạo và rèn luyện để trở thành công dân toàn cầu và có trách nhiệm với xã hội, dẫn dắt xã hội trong tương lai	

b) Mục tiêu cụ thể (Program Objectives- POs):

Chương trình đào tạo ngành Marketing tại Khoa Quản trị Kinh doanh của Trường Đại học Quốc tế cung cấp cho sinh viên khối kiến thức, kỹ năng làm việc theo 02 chuyên ngành: Marketing Số và Marketing Vận hành. Mục tiêu cụ thể của CTĐT được xác định từ mục tiêu chung, bao gồm 06 mục tiêu, trong đó có 02 mục tiêu về kiến thức, 03 mục tiêu về kỹ năng và 01 mục tiêu về tự chủ và trách nhiệm, được trình bày như sau: như sau:

PO1: Trang bị cho người học hệ thống kiến thức nền tảng về kinh tế, xã hội, quản lý và pháp luật, làm cơ sở để phân tích và giải quyết hiệu quả các vấn đề thực tiễn trong lĩnh vực Marketing.

PO2: Cung cấp cho người học kiến thức chuyên sâu, mô hình, phương pháp và kỹ năng quản trị vận hành Marketing và Marketing số để lập kế hoạch, tổ chức, triển khai, giám sát và tối ưu hóa các hoạt động Marketing cho cá nhân và tổ chức trên cả nền tảng số và truyền thống.

PO3: Phát triển năng lực tư duy phản biện, đổi mới sáng tạo, kỹ năng truyền thông hiệu quả, khả năng thích ứng với sự biến đổi của môi trường kinh doanh, cùng kỹ năng giải quyết vấn đề, tự học – nghiên cứu, quản lý thời gian và hợp tác chuyên nghiệp.

PO4: Hình thành và nâng cao 6 miền **năng lực số** (*digital competency*), bao gồm khả năng sử dụng thành thạo công nghệ thông tin, công cụ và nền tảng số trong việc thiết kế, triển khai, phân tích và đánh giá các chiến dịch Marketing.

PO5: Phát triển năng lực ngoại ngữ, đặc biệt là tiếng Anh, nhằm đáp ứng yêu cầu giao tiếp, hợp tác và làm việc hiệu quả trong môi trường toàn cầu và đa văn hóa.

PO6: Bồi dưỡng thái độ chuyên nghiệp, đạo đức nghề nghiệp, tinh thần tự chủ, trách nhiệm xã hội và cam kết đóng góp cho cộng đồng.

4. Chuẩn đầu ra của chương trình đào tạo:

Chuẩn đầu ra của chương trình đào tạo được xác định từ các mục tiêu cụ thể. Với mỗi nhóm mục tiêu kiến thức, kỹ năng, mức tự chủ và trách nhiệm cần xác định các chuẩn đầu ra tương ứng. Chuẩn đầu ra bảo đảm đầy đủ theo quy định về chuẩn đầu ra theo các bậc/trình độ tương ứng tại phụ lục “Bảng mô tả Khung trình độ Quốc gia Việt Nam” kèm theo Quyết định số 1982/QĐ-TTg ngày 18 tháng 10 năm 2016 của Thủ tướng Chính phủ).

Chuẩn đầu ra(CĐR)	Nội dung Chuẩn đầu ra	Trình độ năng lực*
Kiến thức		
PLO1	- Vận dụng kiến thức nền tảng về kinh tế, xã hội, quản lý và pháp luật để phân tích, đánh giá và giải quyết các vấn đề thực tiễn trong lĩnh vực Marketing trên nền tảng số .	3
PLO2	- Trình bày các lý thuyết, mô hình, phương pháp và quy trình trong Quản trị Vận hành Marketing và Marketing số vào việc lập kế hoạch, triển khai và kiểm soát hoạt động Marketing trên nền tảng số và truyền thông.	3
Kỹ năng		
PLO3	- Thể hiện năng lực tư duy phản biện, đổi mới sáng tạo và truyền thông hiệu quả trong giải quyết vấn đề và ra quyết định Marketing.	3
PLO4	- Thích ứng linh hoạt với sự thay đổi nhanh chóng của môi trường kinh doanh; biết quản lý thời gian và phối hợp làm việc nhóm hiệu quả.	3
PLO5	- Sử dụng thành thạo công nghệ thông tin, công cụ số và nền tảng trực tuyến để thiết kế, triển khai, phân tích và tối ưu các chiến dịch Marketing. - Giao tiếp và làm việc hiệu quả bằng tiếng Anh trong bối cảnh chuyên môn và môi trường kinh doanh toàn cầu và môi trường số .	3
Mức tự chủ và trách nhiệm		
PLO6	- Thể hiện tinh thần tự chủ, chủ động trong công việc, khả năng tự học và nghiên cứu để nâng cao năng lực nghề nghiệp. - Tuân thủ chuẩn mực đạo đức nghề nghiệp, thực hiện trách nhiệm xã hội và đóng góp tích cực cho cộng đồng trong hoạt động Marketing trong môi trường số và truyền thông	3

Bảng năng lực đánh giá

Trình độ năng lực	Mô tả
0.0 - 2.0	Có khả năng ghi nhớ
2.0 - 3.0	Có khả năng hiểu biết
3.0 - 3.5	Có khả năng ứng dụng
3.5 - 4.0	Có khả năng phân tích
4.0 - 4.5	Có khả năng đánh giá
4.5 - 5.0	Có khả năng sáng tạo

5. Ma trận giữa mục tiêu đào tạo và chuẩn đầu ra

PLOs (CDR)	POs (Mục tiêu đào tạo)					
	PO1	PO2	PO3	PO4	PO5	PO6
PLO1	X				X	
PLO2		X			X	
PLO3		X			X	
PLO4			X		X	
PLO5				X	X	
PLO6					X	X

6. Quy trình đào tạo, điều kiện tốt nghiệp

Căn cứ theo Quyết định số 1342/QĐ-ĐHQG ngày 30 tháng 9 năm 2022 của Giám đốc Đại học Quốc gia TP.HCM về việc ban hành Quy chế đào tạo trình độ đại học.

Căn cứ theo Quyết định số 719/QĐ-ĐHQT ngày 06 tháng 12 năm 2021 của Hiệu trưởng Trường Đại học Quốc tế về việc ban hành Quy chế đào tạo trình độ đại học theo hệ thống tín chỉ tại trường Đại học Quốc tế thuộc Đại học Quốc gia Thành phố Hồ Chí Minh.

Chương trình đào tạo được thiết kế theo phương thức đào tạo tín chỉ gồm 8 học kỳ chính thức và 03 học kỳ hè, bao gồm 123 tín chỉ.

Sinh viên được xem xét cấp bằng tốt nghiệp khi thỏa mãn đầy đủ các điều kiện sau:

- Tích lũy đủ học phần, số tín chỉ và hoàn thành các nội dung bắt buộc khác theo yêu cầu của chương trình đào tạo, đạt chuẩn đầu ra của chương trình đào tạo;
- Điểm trung bình tích lũy của toàn khóa học đạt từ trung bình trở lên;
- Đạt chuẩn đầu ra ngoại ngữ, chứng chỉ GDQP-AN, GDTC và hoàn thành các học phần điều kiện theo quy định của ĐHQG-TPHCM và của trường ĐHQT;
- Tại thời điểm xét tốt nghiệp không bị không bị truy cứu trách nhiệm hình sự hoặc không đang trong thời gian bị kỷ luật ở mức đình chỉ học tập;
- Thực hiện đầy đủ trách nhiệm và nghĩa vụ theo các quy định, quy chế của nhà trường đã được ban hành chính thức.

7. Thang điểm

Bảng 3: Thang điểm

Xếp loại	Thang điểm 100	Điểm chữ	Thang điểm 4
Xuất sắc	Từ 90 đến 100	A+	4,0
Giỏi	Từ 80 đến cận 90	A	3,5
Khá	Từ 70 đến cận 80	B+	3,0
Trung bình khá	Từ 60 đến cận 70	B	2,5
Trung bình	Từ 50 đến cận 60	C	2,0
Yếu	Từ 40 đến cận 50	D+	1,5
Kém	Từ 30 đến cận 40	D	1,0
	Dưới 30	F	0,0

8. Khối lượng kiến thức toàn khóa

Tổng số tín chỉ: **123 tín chỉ**, trong đó phân bổ kiến thức như sau (không bao gồm giáo dục thể chất và giáo dục quốc phòng):

Bảng 4. Cấu trúc chương trình đào tạo

TT	Các khối kiến thức ⁽³⁾	Khối lượng			
		Số tín chỉ			Tỷ lệ % (Tổng khối kiến thức/Tổng số tín chỉ)
		Tổng	Lý thuyết	Thực hành	
I	Khối kiến thức giáo dục đại cương	46	46	0	37%
	- Bắt buộc: 43 tín chỉ	43	43	0	
	- Tự chọn: 3 tín chỉ	3	3	0	
II	Khối kiến thức cơ sở ngành	41	41	0	33%
	- Bắt buộc 35 tín chỉ	35	35	0	
	- Tự chọn: 6 tín chỉ	6	6	0	
III	Kiến thức chuyên ngành	18	18	0	15%
	- Bắt buộc 12 tín chỉ	12	12	0	
	- Tự chọn: 6 tín chỉ	6	6	0	
IV	Kiến thức bổ trợ	0	0	0	0%
	- Bắt buộc: 0 tín chỉ	0	0	0	
	- Tự chọn: 0 tín chỉ	0	0	0	
V	Thực tập, khóa luận/luận văn tốt nghiệp	18	12	6	15%
	Tổng cộng	123	117	6	100%

9. Nội dung chương trình đào tạo

Bảng 5: Khung CTĐT chung của nhóm ngành

St t	Mã MH	Tên môn học (MH)		Tín chỉ	Ghi chú
		Tiếng Anh	Tiếng Việt		
	Khối kiến thức Kinh tế - Chính trị - Xã hội - Luật				
1	PE015IU	Philosophy of Marxism-Leninism	Triết học Mác-Lênin	3	
2	PE016IU	Political Economics of Marxism and Leninism	Kinh tế chính trị Mác-Lênin	2	
3	PE017IU	Scientific Socialism	Chủ nghĩa xã hội khoa học	2	
4	PE018IU	History of Vietnamese Communist Party	Lịch sử Đảng Cộng sản Việt Nam	2	
5	PE019IU	Ho Chi Minh's Thoughts	Tư tưởng Hồ Chí Minh	2	
6	PE021IU	General Law	Pháp luật đại cương	3	
7	BA118IU	Introduction to Psychology	Nhập môn tâm lý học	3	Chọn 1 trong 4 môn
8	BA197IU	Introduction to Sociology	Nhập môn xã hội học	3	
9	PE007IU	World Economic Geography	Địa lý kinh tế thế giới	3	
10	PE010IU	Vietnamese History and Culture	Lịch sử văn hoá Việt Nam	3	
Khối kiến thức Ngoại ngữ					
11	EN008IU	Listening AE1	Tiếng Anh chuyên ngành 1 (kỹ năng nghe)	2	
12	EN007IU	Writing AE1	Tiếng Anh chuyên ngành 1 (kỹ năng viết)	2	
13	EN012IU	Listening AE2	Tiếng Anh chuyên ngành 2 (kỹ năng nói)	2	
14	EN011IU	Writing AE2	Tiếng Anh chuyên ngành 2 (kỹ năng viết)	2	
Giáo dục chung khác					
15	PE008IU	Critical Thinking	Tư duy phản biện	3	
16	BA003IU	Principles of Marketing	Nguyên lý Marketing	3	
17	BA005IU	Financial Accounting	Kế toán tài chính	3	
18	BA016IU	Fundamentals of Financial Management	Nguyên lý Quản trị Tài chính	3	
19	BA080IU	Statistics for Business	Thống kê ứng dụng trong kinh doanh	3	
20	BA081IU	Business Law	Luật kinh doanh	3	

21	BA117IU	Introduction to Microeconomics	Kinh tế vi mô 1	3	
22	BA119IU	Introduction to Macroeconomics	Kinh tế vĩ mô 1	3	
23	BA120IU	Business Computing Skills	Tin học quản lý	3	
24	BA256IU	Workshop 1	Workshop 1	3	
25	PT001IU	Physical Training 1	Giáo dục thể chất 1	3	
26	PT002IU	Physical Training 2	Giáo dục thể chất 2	3	
Tổng cộng				61	
25		Military Training			
Khối kiến thức khác ngành					
1	BA123IU	Principles of Management (Cho riêng BA)	Nguyên lý Quản trị	3	
2	BA282IU	Math for Business (Cho riêng EFA)	Toán trong kinh doanh	4	

Bảng 6: Các môn học thuộc Chương trình đào tạo

STT	Mã MH	Tên môn học (MH)		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Phòng TN (**)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
1. Kiến thức giáo dục đại cương								
1.1 Các môn lý luận chính trị								
1	PE015IU	Triết học Mác-Lênin	Philosophy of Marxism-Leninism	Bắt buộc	3	3	0	
2	PE016IU	Kinh tế chính trị Mác-Lênin	Political Economics of Marxism and Leninism	Bắt buộc	2	2	0	
3	PE017IU	Chủ nghĩa xã hội khoa học	Scientific Socialism	Bắt buộc	2	2	0	
4	PE018IU	Lịch sử Đảng Cộng sản Việt Nam	History of Vietnamese Communist Party	Bắt buộc	2	2	0	
5	PE019IU	Tư tưởng Hồ Chí Minh	Ho Chi Minh's Thoughts	Bắt buộc	2	2	0	
Tổng cộng					11	11	0	
1.2 Khoa học xã hội - nhân văn – Nghệ thuật: 18 tín chỉ gồm 15 tín chỉ bắt buộc và 3 tín chỉ tự chọn - Học phần bắt buộc:								
6	PE008IU	Tư Duy Phản Biện	Critical Thinking	Bắt buộc	3	3	0	
7	BA117IU	Kinh tế vi mô	Introduction to Microeconomics	Bắt buộc	3	3	0	
8	BA119IU	Kinh tế vĩ mô	Introduction to Macroeconomics	Bắt buộc	3	3	0	

9	BA123IU	Nguyên lý quản trị	Principles of Management	Bắt buộc	3	3	0	
10	PE021IU	Pháp Luật Đại cương	General Law	Bắt buộc	3	3	0	
- Học phần tự chọn: chọn 1 môn tương đương 3 tín chỉ								
11	BA118IU	Giới thiệu về Tâm lý học	Introduction to Psychology	Tự chọn	3	3	0	
12	BA197IU	Giới thiệu về Xã hội học	Introduction to Sociology	Tự chọn	3	3	0	
Tổng cộng					18	18	0	
1.3 Toán – Tin học - Khoa học tự nhiên – Công nghệ - Môi trường								
13	BA080IU	Thống kê ứng dụng trong kinh doanh	Statistics for business	Bắt buộc	3	3	0	
14	BA120IU	Tin học quản lý	Business Computing Skills	Bắt buộc	3	3	0	
15	BA168IU	Phương pháp định lượng trong kinh doanh	Quantitative Methods for Business	Bắt buộc	3	3	0	
Tổng cộng					9	9	0	
1.4 Ngoại ngữ								
16	EN008IU	Tiếng Anh chuyên ngành 1 (kỹ năng nghe AE1)	Listening AE1	Bắt buộc	2	2	0	
17	EN007IU	Tiếng Anh chuyên ngành 1 (kỹ năng viết AE1)	Writing AE1	Bắt buộc	2	2	0	
18	EN012IU	Tiếng Anh chuyên ngành 2 (kỹ năng nói)	Speaking AE2	Bắt buộc	2	2	0	
19	EN011IU	Tiếng Anh chuyên ngành 2 (kỹ năng viết)	Writing AE2	Bắt buộc	2	2	0	
Tổng cộng					8	8	0	
1.5 Giáo dục thể chất								
20	PT001IU	Giáo dục thể chất 1	Physical Training 1	Bắt buộc	3	0	3	
21	PT002IU	Giáo dục thể chất 2	Physical Training 2	Bắt buộc	3	0	3	
Tổng cộng					6	0	6	
1.6 Giáo dục quốc phòng								
2 Kiến thức giáo dục chuyên nghiệp								
2.1 Kiến thức cơ sở của ngành: 41 tín chỉ gồm 35 tín chỉ bắt buộc và 6 tín chỉ tự chọn.								
- Các học phần bắt buộc								

22	BA003IU	Nguyên lý Marketing	Principles of Marketing	Bắt buộc	3	3	0	
23	BA005IU	Kế toán tài chính	Financial Accounting	Bắt buộc	3	3	0	
24	BA016IU	Nguyên lý Quản trị Tài chính	Fundamentals of Financial Management	Bắt buộc	3	3	0	
25	BA035IU	Nghiên cứu Marketing	Marketing Research	Bắt buộc	3	3	0	
26	BA083IU	Hành vi khách hàng	Consumer Behavior	Bắt buộc	3	3	0	
27	BA140IU	Mô phỏng Marketing	Business Game	Bắt buộc	3	3	0	
28	BA142IU	Chiến lược Marketing	Marketing Strategy	Bắt buộc	3	3	0	
29	BA161IU	Phương pháp nghiên cứu kinh doanh	Business Research Methods	Bắt buộc	3	3	0	
30	BA256IU	Workshop 1	Workshop 1	Bắt buộc	3	3	0	
31	BA275IU	Workshop 2	Workshop 2	Bắt buộc	2	2	0	
32	BA286IU	Quản trị Marketing	Marketing Management	Bắt buộc	3	3	0	
33	BA287IU	Phân tích & Đo lường Marketing	Marketing Analytics and Metrics	Bắt buộc	3	3	0	
- Các học phần tự chọn: Tự chọn 2 môn tương đương 6 tín chỉ								
34	BA006IU	Giao tiếp trong Kinh doanh	Business Communication	Tự chọn	3	3	0	
35	BA020IU	Đạo đức kinh doanh	Business Ethics	Tự chọn	3	3	0	
36	BA031IU	Quản trị quan hệ công chúng	Public Relations Management	Tự chọn	3	3	0	
37	BA032IU	Quản lý bán hàng	Sale Management	Tự chọn	3	3	0	
38	BA044IU	Marketing Dịch vụ	Service Marketing	Tự chọn	3	3	0	
39	BA045IU	B2B Marketing	B2B Marketing	Tự chọn	3	3	0	
40	BA094IU	Quảng cáo & PR	Advertising and PR	Tự chọn	3	3	0	
41	BA115IU	Quản trị Kinh doanh Đại cương	Introduction to Business Administration	Tự chọn	3	3	0	
42	BA145IU	Marketing quốc tế	International Marketing	Tự chọn	3	3	0	

43	BA162IU	Quản trị Chiến lược	Strategy Formulation and Implementation	Tự chọn	3	3	0	
Tổng cộng					44	44	0	
2.2 Kiến thức chuyên ngành								
2.2.1 Chuyên ngành Marketing Số (Digital Marketing): 18 tín chỉ gồm (12) tín chỉ bắt buộc và 6 tín chỉ tự chọn.								
- Các học phần bắt buộc:								
44	BA288IU	Chiến lược Marketing Số	Digital Marketing Strategy	Bắt buộc	3	3	0	
45	BA289IU	Marketing Truyền thông Xã hội và Di động	Social media and Mobile Marketing	Bắt buộc	3	3	0	
46	BA290IU	Marketing Nội dung Số	Digital Content Marketing	Bắt buộc	3	3	0	
47	BA291IU	Ứng dụng AI trong Marketing	AI in Marketing	Bắt buộc	3	3	0	
- Các học phần tự chọn: chọn 6 tín chỉ từ các danh mục các môn học sau:								
48	BA148IU	Marketing Số	Digital Marketing	Tự chọn	3	3	0	
49	BA285IU	Hệ thống thông tin địa lý	GIS for business and marketing	Tự chọn	3	3	0	
50	BA292IU	Kinh doanh trên nền tảng số	Digital Business	Tự chọn	3	3	0	
51	BA293IU	Truyền thông Marketing tích hợp	Integrated Marketing Communications	Tự chọn	3	3	0	
52	BA294IU	Website Marketing	Website Marketing	Tự chọn	3	3	0	
53	BA295IU	Tình báo Marketing	Marketing Intelligence	Tự chọn	3	3	0	
54	BA296IU	Bán lẻ Đa Kênh	Omnichannel Retailing	Tự chọn	3	3	0	
55	BA297IU	Marketing qua người có tầm ảnh hưởng	Influencer Marketing	Tự chọn	3	3	0	
Tổng cộng					18	18	0	
2.2.2 Chuyên ngành Quản trị Vận hành Marketing (Marketing Operation Management): 18 tín chỉ gồm 12 tín chỉ bắt buộc và 6 tín chỉ tự chọn.								
- Các học phần bắt buộc:								
56	BA082IU	Quản trị thương hiệu	Brand Management	Bắt buộc	3	3	0	
57	BA182IU	Quản trị Quan hệ khách hàng	Customer Relationship Management	Bắt buộc	3	3	0	
58	BA292IU	Kinh doanh trên nền tảng số	Digital Business	Bắt buộc	3	3	0	

59	BA295IU	Tình báo Marketing	Marketing Intelligence	Bắt buộc	3	3	0	
- Các học phần tự chọn: chọn 6 tín chỉ từ các danh mục các môn sau:								
60	BA023IU	Quản trị Dự án	Project Management	Tự chọn	3	3	0	
61	BA027IU	Thương mại điện tử	E-commerce	Tự chọn	3	3	0	
62	BA045IU	Tiếp thị B2B	B2B Marketing	Tự chọn	3	3	0	
63	BA149IU	Lập kế hoạch sản phẩm mới	New Product Planning	Tự chọn	3	3	0	
64	BA183IU	Kênh Marketing	Marketing Channels	Tự chọn	3	3	0	
65	BA285IU	Hệ thống thông tin địa lý	GIS for business and marketing	Tự chọn	3	3	0	
66	BA289IU	Marketing Truyền thông Xã hội và Di động	Social Media and Mobile Marketing	Tự chọn	3	3	0	
67	BA291IU	Ứng dụng AI trong Marketing	AI in Marketing	Tự chọn	3	3	0	
68	BA293IU	Truyền thông Marketing tích hợp	Integrated Marketing Communications	Tự chọn	3	3	0	
69	BA294IU	Website Marketing	Website Marketing	Tự chọn	3	3	0	
Tổng cộng					18	16	0	
3 Luận văn tốt nghiệp, thực tập								
70	BA153IU	Thực tập	Internship	Bắt buộc	3	0	3	
71	BA255IU	Thực tập chuyên sâu	Specialized Internship	Bắt buộc	3	0	3	
72	BA170IU	Luận văn tốt nghiệp	Thesis	Bắt buộc	12	12	0	
Tổng cộng					18	12	6	
Tổng số (Tín chỉ)					123	117	6	

10. Dự kiến kế hoạch giảng dạy

Bảng 7. Dự kiến Kế hoạch giảng dạy theo từng học kỳ (Tham khảo)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Anh	Tiếng Việt		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
NĂM 1								
HK I (Tổng tín chỉ: 15) – không tính Giáo dục thể chất	EN007IU	Writing AE1	Kỹ năng viết AE1	Bắt buộc	2	2	0	
	EN008IU	Listening AE1	Kỹ năng nghe AE1	Bắt buộc	2	2	0	
	PE015IU	Philosophy of Marxism and Leninism	Triết học	Bắt buộc	3	3	0	
	PE016IU	Political economics of Marxism and Leninism	Kinh tế chính trị	Bắt buộc	2	2	0	
	BA117IU	Introduction to Microeconomics	Kinh tế Vi mô	Bắt buộc	3	3	0	
	BA123IU	Principles of Management	Nguyên lý Quản trị	Bắt buộc	3	3	0	
	PT001IU	Physical Training 1	Giáo dục thể chất 1	Bắt buộc	3	0	3	
Tổng cộng					15	15	0	
HK II (Tổng tín chỉ: 15)	EN011IU	Writing AE2	Kỹ năng viết AE2	Bắt buộc	2	2	0	
	EN012IU	Speaking AE2	Kỹ năng nghe AE2	Bắt buộc	2	2	0	
	PE017IU	Scientific socialism	CNXH Khoa học	Bắt buộc	2	2	0	
	PE008IU	Critical Thinking	Tư duy lý luận	Bắt buộc	3	3	0	
	BA119IU	Introduction to Macroeconomics	Kinh tế Vĩ mô	Bắt buộc	3	3	0	
	BA120IU	Business Computing Skills	Tin học quản lý	Bắt buộc	3	3	0	
	PT002IU	Physical Training 2	Giáo dục TC 2	Bắt buộc	3	0	3	
Tổng cộng					15	15	0	
NĂM 2								
	PE018IU	History of Vietnamese Communist Party	Lịch sử Đảng CSVN	Bắt buộc	2	2	0	

HK I (Tổng tín chỉ: 20)	BA003IU	Principles of Marketing	Nguyên lý Marketing	Bắt buộc	3	3	0	
	BA005IU	Financial Accounting	Kế toán tài chính	Bắt buộc	3	3	0	
	BA080IU	Statistics for Business	Thống kê kinh doanh	Bắt buộc	3	3	0	
	BA256IU	Workshop 1	Workshop 1	Bắt buộc	3	3	0	
	BA168IU	Quantitative Methods for Business	Phương pháp định lượng trong kinh doanh	Bắt buộc	3	3	0	
	Chọn 1 trong 2 môn sau tương đương 3 tín chỉ							
	BA118IU	Introduction to Psychology	Giới thiệu Tâm lý học	Tự chọn	3	3	0	
	BA197IU	Introduction to Sociology	Giới thiệu Xã hội học	Tự chọn	3	3	0	
Tổng cộng					20	20	0	
	BA016IU	Fundamentals of Financial Management	Nền tảng Quản trị tài chính	Bắt buộc	3	3	0	
HK II (Tổng tín chỉ: 17)	BA083IU	Consumer Behavior	Hành vi khách hàng	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA286IU	Marketing Management	Quản trị Marketing	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)
	BA287IU	Marketing Analytics and Metrics	Đo lường và phân tích Marketing	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	PE019IU	Ho Chi Minh's Thoughts	Tư tưởng Hồ Chí Minh	Bắt buộc	2	2	0	
	PE021IU	General Law	Luật	Bắt buộc	3	3	0	
Tổng cộng					17	17	0	
HK III	Sinh viên có thể đăng ký học 1-2 học phần để kết thúc chương trình trong thời gian 3.5 năm							
NĂM 3								
CHUYÊN NGÀNH: DIGITAL MARKETING								
	BA140IU	Business Game	Mô phỏng Kinh doanh	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)
HK I (Tổng tín chỉ: 15)	BA142IU	Marketing Strategy	Chiến lược Marketing	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)

	Chọn 2 môn từ danh sách sau tương đương 6 tín chỉ							
	BA006IU	Business Communication	Truyền thông Kinh doanh	Tự chọn	3	3	0	
	BA020IU	Business Ethics	Đạo đức Kinh doanh	Tự chọn	3	3	0	
	BA031IU	Public Relations Management	Quan trị quan hệ công chúng	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)
	BA032IU	Sales Management	Quản trị bán hàng	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)
	BA044IU	Service Marketing	Marketing Dịch vụ	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA045IU	B2B Marketing	Marketing B2B	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA094IU	Advertising and PR	Quảng cáo và PR	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA115IU	Introduction to Business Administration	Nhập môn QTKD	Tự chọn	3	3	0	
	BA145IU	International Marketing	Marketing Quốc tế	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA162IU	Strategy Formulation and Implementation	Thực thi và Hoạch định Chiến lược	Tự chọn	3	3	0	HT: Nguyên lý Quản trị (BA123IU)
	BA153IU	Internship	Thực tập	Bắt buộc	3	0	3	
Tổng cộng					15	12	3	
	BA161IU	Business Research Methods	Nghiên cứu Kinh doanh	Bắt buộc	3	3	0	HT: Thống kê kinh doanh (BA080IU)
HK II (Năm 3) (Tổng tín chỉ: 15)	BA288IU	Digital Marketing Strategy	Chiến lược Marketing số	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA289IU	Social Media and Mobile Marketing	Marketing di động và Truyền thông xã hội	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA290IU	Digital Content Marketing	Marketing Nội dung Số	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU)

	BA291IU	AI in Marketing	Ứng dụng AI trong Marketing	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Tin học Quản lý (BA120IU)
Tổng cộng					15	15	0	
HK III	Sinh viên có thể đăng ký học 1-2 học phần để kết thúc chương trình trong thời gian 3.5 năm							
NĂM 4								
HK I (Tổng tín chỉ: 14)	BA035IU	Marketing Research	Nghiên cứu Marketing	Bắt buộc	3	3	0	HT: Thống kê kinh doanh (BA080IU) và Phương pháp Nghiên cứu Kinh doanh (BA161IU)
	BA275IU	Workshop 2 on Marketing	Workshop 2 on Marketing	Bắt buộc	2	2	0	
	Chọn 2 môn từ danh sách sau tương đương 6 tín chỉ							
	BA148IU	Digital Marketing	Marketing số	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA285IU	GIS for business and marketing	Hệ thống thông tin địa lý	Tự chọn	3	3	0	
	BA292IU	Digital Business	Kinh doanh trên nền tảng số	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU) và
	BA293IU	Integrated Marketing Communications	Truyền thông Marketing tích hợp	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA294IU	Website Marketing	Marketing Website	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA295IU	Marketing Intelligence	Tình báo Marketing	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Hành vi khách hàng (BA083IU)
	BA296IU	Omnichannel Retailing	Bán lẻ đa kênh	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA297IU	Influencer Marketing	Marketing Người Ảnh hưởng	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA255IU	Specialized Internship	Thực tập chuyên sâu	Bắt buộc	3	0		HT: Thực tập 1 (BA153IU)

Tổng cộng					14	11	3	
HK II (Tổng tín chỉ: 12)	BA170IU	Thesis	Khoá luận tốt nghiệp	Bắt buộc	12	12	0	HT: Nghiên cứu Marketing (BA035IU) Phương pháp Nghiên cứu Kinh doanh (BA161IU) và 100 tín chỉ tích lũy
Tổng cộng					12	12	0	
NĂM 3								
CHUYÊN NGÀNH: QUẢN TRỊ VẬN HÀNH MARKETING (MARKETING OPERATION MANAGEMENT)								
	BA140IU	Business Game	Mô phỏng Kinh doanh	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)
HK I (Tổng tín chỉ: 15)	BA142IU	Marketing Strategy	Chiến lược Marketing	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)
	Chọn 2 môn từ danh sách sau tương đương 6 tín chỉ							
	BA006IU	Business Communication	Truyền thông Kinh doanh	Tự chọn	3	3	0	
	BA020IU	Business Ethics	Đạo đức Kinh doanh	Tự chọn	3	3	0	
	BA031IU	Public Relations Management	Quản trị quan hệ công chúng	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)
	BA032IU	Sales Management	Quản trị bán hàng	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)
	BA044IU	Service Marketing	Marketing Dịch vụ	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA045IU	B2B Marketing	Marketing B2B	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA094IU	Advertising and PR	Quảng cáo và PR	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA115IU	Introduction to Business Administration	Nhập môn QTKD	Tự chọn	3	3	0	

	BA145IU	International Marketing	Marketing Quốc tế	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA162IU	Strategy Formulation and Implementation	Thực thi và Hoạch định Chiến lược	Tự chọn	3	3	0	HT: Nguyên lý Quản trị (BA123IU)
	BA153IU	Internship	Thực tập	Bắt buộc	3	0	3	
Tổng cộng					15	12	3	
	BA082IU	Brand Management	Quản trị thương hiệu	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)
HK II (Tổng tín chỉ: 15)	BA182IU	Customer Relationship Management	Quản trị Quan hệ khách hàng	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)
	BA161IU	Business Research Methods	Phương pháp nghiên cứu kinh doanh	Bắt buộc	3	3	0	HT: Thống kê kinh doanh (BA080IU)
	BA292IU	Digital Business	Kinh doanh số	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Nguyên lý Quản trị (BA123IU)
	BA295IU	Marketing Intelligence	Tình báo Marketing	Bắt buộc	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Hành vi khách hàng (BA083IU)
Tổng cộng					15	15	0	
HK III	Sinh viên có thể đăng ký học 1-2 học phần để kết thúc chương trình trong thời gian 3.5 năm							
NĂM 4								
HK I (Tổng tín chỉ: 14)	BA035IU	Marketing Research	Nghiên cứu Marketing	Bắt buộc	3	3	0	HT: Thống kê kinh doanh (BA080IU) và Phương pháp Nghiên cứu Kinh doanh (BA161IU)
	BA275IU	Workshop 2 on Marketing	Workshop 2 on Marketing	Bắt buộc	2	2	0	
	Chọn 2 môn từ danh sách sau tương đương 6 tín chỉ							
	BA023IU	Project Management	Quản trị dự án	Tự chọn	3	3	0	HT: Nguyên lý Quản trị (BA123IU)
	BA027IU	E - Commerce	Thương mại điện tử	Tự chọn	3	3	0	

	BA149IU	New Product Planning	Lập kế hoạch sản phẩm mới	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA183IU	Marketing Channels	Quản trị kênh Marketing	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA285IU	GIS for business and marketing	Hệ thống thông tin địa lý	Tự chọn	3	3	0	
	BA289IU	Social Media and Mobile Marketing	Marketing qua Di động và Truyền thông xã hội	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA291IU	AI in Marketing	Ứng dụng AI trong Marketing	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU) và Tin học Quản lý (BA120IU)
	BA293IU	Integrated Marketing Communications	Truyền thông Marketing tích hợp	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA294IU	Website Marketing	Website Marketing	Tự chọn	3	3	0	HT: Nguyên lý Marketing (BA003IU)
	BA255IU	Specialized Internship	Thực tập chuyên ngành	Bắt buộc	3	0	3	HT: Thực tập 1 (BA153IU)
Tổng cộng					14	11	3	
HK II (Tổng tín chỉ: 12)	BA170IU	Thesis	Khoá luận tốt nghiệp	Bắt buộc	12	12	0	HT: Nghiên cứu Marketing (BA035IU) Phương pháp Nghiên cứu Kinh doanh (BA161IU) và 100 tín chỉ tích lũy
Tổng cộng					12	12	0	
Tổng					123	117	6	

11. Ma trận các môn học và chuẩn đầu ra (kỹ năng)

Danh sách các môn học được hệ thống theo học kỳ và phân bổ giảng dạy các kỹ năng vào các môn học theo thang đo Bloom.

Bảng 8. Đóng góp của các môn học vào CĐR của CTĐT

Học kỳ	Mã môn học	Tên môn học ⁽⁴⁾ <i>(Bằng tiếng Anh)</i>	Chuẩn đầu ra của CTĐT ⁽⁵⁾ <i>(Thang Bloom: 1- ghi nhớ, 2- hiểu, 3- áp dụng, 4- phân tích, 5- đánh giá, 6 sáng tạo)</i>					
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
NĂM 1								
HK1	EN007IU	Writing AE1	2	2	2	2		2
	EN008IU	Listening AE1	2	2	2	2		2
	PE015IU	Philosophy of Marxism and Leninism	2			2		2
	PE016IU	Political economics of Marxism and Leninism	2			2		2
	BA117IU	Introduction to Microeconomics	2			2		
	BA123IU	Principles of Management	2	3	3	2		
	PT001IU	Physical Training 1	3			3		
HK2	EN011IU	Writing AE2	2	2	2	2		2
	EN012IU	Speaking AE2	2	2	2	2		2
	PE017IU	Scientific socialism	2			2		2
	PE008IU	Critical Thinking	2	2	2	2		2
	BA119IU	Introduction to Macroeconomics	2			2		
	BA120IU	Business Computing Skills		2	2	2	4	
	PT002IU	Physical Training 2	3			3		
NĂM 2								
HK1	PE018IU	History of Vietnamese Communist Party	2			2		2
	BA003IU	Principles of Marketing	2	4	4			
	BA005IU	Financial Accounting	2	2	2	2		
	BA080IU	Statistics for Business	2	3	3	3		
	BA256IU	Workshop 1			3	3		

	BA168IU	Quantitative Methods for Business	2					
	Chọn 1 trong 2 môn							
	BA118IU	Introduction to Psychology	2	2	2	2		2
	BA197IU	Introduction to Sociology	2	2	2	2		2
HK2	BA016IU	Fundamentals of Financial Management	2	2	2	2		
	BA083IU	Consumer Behavior	2	4	4			
	BA286IU	Marketing Management		4	4			
	BA287IU	Marketing Analytics and Metrics		4	4			
	PE019IU	Ho Chi Minh's Thoughts	2			2		2
	PE021IU	General Law	3			3		3
NĂM 3 CHUYÊN NGÀNH: DIGITAL MARKETING								
HK1	BA140IU	Business Game		4	4			
	BA142IU	Marketing Strategy		4	4			
	BA153IU	Internship	2	3	3	2	1	1
	Chọn 2 trong 10 môn							
	BA006IU	Business Communication		2	2	2	1	1
	BA020IU	Business Ethics		2	2	2		2
	BA031IU	Public Relations Management		3	3			
	BA032IU	Sales Management		3	3			
	BA044IU	Service Marketing		2	4			
	BA045IU	B2B Marketing		3	3			
	BA094IU	Advertising and PR		3	4			
	BA115IU	Introduction to Business Administration	2	2	2	2		
	BA145IU	International Marketing		2	3			2
	BA162IU	Strategy Formulation and Implementation		4	3			
HK2	BA161IU	Business Research Methods		3	3	2		
	BA288IU	Digital Marketing Strategy		4	4			
	BA289IU	Social Media and Mobile Marketing		3	4		2	
	BA290IU	Digital Content Marketing		3	4			

	BA291IU	AI in Marketing		2	3		4	
NĂM 4 CHUYÊN NGÀNH: DIGITAL MARKETING								
HK1	BA035IU	Marketing Research		2	4			
	BA275IU	Workshop 2 on Marketing		2	4			
	BA255IU	Specialized Internship	2	3	4	2	1	1
	Chọn 2 trong 7 môn							
	BA148IU	Digital Marketing		3	4		1	
	BA285IU	GIS for business and marketing		2	3		4	
	BA292IU	Digital Business		3	4		1	
	BA293IU	Integrated Marketing Communications		2	4	2		
	BA294IU	Website Marketing		2	3		4	
	BA295IU	Marketing Intelligence		4	4			
	BA296IU	Omnichannel Retailing		2	4		2	
	BA297IU	Influencer Marketing		3	3		3	
HK2	BA170IU	Thesis	2	3	4	2	1	1
NĂM 3 CHUYÊN NGÀNH: QUẢN TRỊ VẬN HÀNH MARKETING								
HK 1	BA140IU	Business Game		4	4			
	BA142IU	Marketing Strategy		4	4			
	BA153IU	Internship	2	3	3	2	1	1
	Chọn 02 trong 8 môn							
	BA031IU	Public Relations Management		3	3			
	BA032IU	Sales Management		3	3			
	BA044IU	Service Marketing		2	4			
	BA045IU	B2B Marketing		3	3			
	BA094IU	Advertising and PR		3	4			
	BA115IU	Introduction to Business Administration	2	2	2	2		
	BA145IU	International Marketing		2	3			2
	BA162IU	Strategy Formulation and Implementation		4	3			
HK2	BA082IU	Brand Management		4	4			

	BA161IU	Business Research Methods		3	3	2		
	BA182IU	Customer Relationship Management		4	4			
	BA292IU	Digital Business		3	4		1	
	BA295IU	Marketing Intelligence		4	4			
NĂM 4 CHUYÊN NGÀNH: QUẢN TRỊ VẬN HÀNH MARKETING								
HK1	BA035IU	Marketing Research		2	4			
	BA255IU	Specialized Internship	2	3	4	2	1	1
	BA275IU	Workshop 2 on Marketing		2	4			
	Chọn 2 trong 8 môn							
	BA023IU	Project Management		3	4		1	
	BA027IU	E - Commerce		2	4		2	
	BA149IU	New Product Planning		4	4			
	BA183IU	Marketing Channels		4	4			
	BA285IU	GIS for business and marketing		2	3		4	
	BA289IU	Social Media and Mobile Marketing		3	4		2	
	BA291IU	AI in Marketing		2	4		4	
	BA293IU	Integrated Marketing Communications		2	4	2		
	BA294IU	Website Marketing		2	3		4	
HK2	BA170IU	Thesis	2	3	4	2	1	1

12. Mô tả văn tắt nội dung và khối lượng các môn học

I. KIẾN THỨC GIÁO DỤC ĐẠI CƯƠNG

CÁC MÔN LÝ LUẬN CHÍNH TRỊ

1. Triết học Mác-Lênin (*Philosophy of Marxism-Leninism*)

Mã môn học: PE015IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả văn tắt nội dung:

The subject Philosophy of Marxism-Leninism provides students with the most basic theoretical foundations from which they can approach the content of the subject Ho Chi Minh's Thoughts and the Revolutionary Line of the Communist Party of Vietnam, understand the ideological foundation of the Party; thereby helping to build belief, revolutionary ideals and gradually establish the most general worldview, outlook on life and methodology to approach the specialized sciences being trained.

2. Kinh tế chính trị Mác-Lênin (*Marxist-Leninist Political Economy*)

Mã môn học: PE016IU

Số tín chỉ: 2 tín chỉ (2 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả văn tắt nội dung:

The subject equips students with basic and core knowledge of Marxist-Leninist Political Economy in the context of economic development of the country and the world today. The subject ensures the basic, systematic, scientific, updated knowledge, linked to practice, creativity, skills, thinking and qualities of learners, connectivity, overcoming duplication, enhancing integration, and reducing and eliminating irrelevant or academic content.

3. Chủ nghĩa xã hội khoa học (*Scientific socialism*)

Mã môn học: PE017IU

Số tín chỉ: 2 tín chỉ (2 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Triết học Mác-Lênin, Kinh tế chính trị Mác-Lênin

Mô tả văn tắt nội dung:

The subject equips students with the basic contents of scientific socialism, helping students apply the basic knowledge of scientific socialism creatively in cognitive and practical activities, in order to solve problems that the social life of the country and of the times is posing.

4. Lịch sử Đảng Cộng sản Việt Nam (*History of Vietnamese Communist Party*)

Mã môn học: PE018IU

Số tín chỉ: 2 tín chỉ (2 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Triết học Mác-Lênin, Kinh tế chính trị Mác-Lênin, Chủ nghĩa xã hội khoa học

Mô tả văn tắt nội dung:

The main content of the subject is to provide students with basic, systematic understanding of the Party's guidelines, especially the guidelines during the renovation period.

5. Tư tưởng Hồ Chí Minh (*Ho Chi Minh's Thoughts*)

Mã môn học: PE019IU

Số tín chỉ: 2 tín chỉ (2 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Triết học Mác-Lênin, Kinh tế chính trị Mác-Lênin, Chủ nghĩa xã hội khoa học

Mô tả vắn tắt nội dung:

In addition to the opening chapter, the course content includes 7 chapters: Chapter 1 presents the foundation, formation and development process of Ho Chi Minh's thoughts; from Chapter 2 to Chapter 7 presents the basic contents of Ho Chi Minh's thoughts according to the course objectives.

CÁC MÔN KHOA HỌC XÃ HỘI VÀ NHÂN VĂN, QUẢN TRỊ VÀ KINH TẾ**6. Tư duy phản biện (Critical Thinking)**

Mã môn học: PE008IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

This course provides students with a foundation in critical thinking. The course provides skills that are useful for all professions.

7. Kinh tế vi mô (Introduction to Micro Economics)

Mã môn học: BA117IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

The knowledge in this subject will enable students to understand not only the concepts of economics and scarce resources, markets and their components, but also to evaluate different types of market structures as well as government interventions in markets. This subject also provides students with the necessary skills to evaluate the factors of economic efficiency. All these concepts and knowledge will help students to plan a business in the short and long term to develop more effectively by considering the effects of government policy.

8. Kinh tế vĩ mô (Introduction to Macro Economics)

Mã môn học: BA119IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

This course provides students with the knowledge to understand the broad topics of the economy of a country or region and to evaluate macroeconomics policies and changes in the economy both nationally and internationally. This course will provide students with the necessary ability to evaluate the components of the economy as a whole. All these concepts and knowledge help students to plan for a business in the short and long term to develop more effectively by considering the effects of macroeconomics policies of the government.

9. Nguyên lý quản trị (Principles of Management)

Mã môn học: BA123IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

This course is designed to be an introduction to principles of management. It will provide us with an overview of the functions that managers perform. For example, we will consider what management is, and in doing so we will see that management consists of four basic functions: planning, organizing, leading, and controlling. The textbook will be divided into sections corresponding to these functions and the classroom curriculum will follow this structure. By the

end of the semester, students will have a solid understanding of the role of a manager in an organization. Students will learn about the science of management by exploring the research that has been found in related areas such as decision making, communication, strategic management, and human resource management. Furthermore, as we look at the scientific literature on management, we will also look at how we can use this information in our practice of management, and you will have the opportunity to practice through class discussion questions and through exercises that students will participate in in management groups.

10. Pháp luật Đại cương (General Law)

Mã môn học: PE021IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

This course is designed to provide students with general knowledge of the Vietnamese legal system and the laws that regulate major and important issues of civil, administrative, and human-to-human and human-to-government relations. The main branches of law such as constitutional, administrative, civil, criminal, labor, and business will be introduced in more detail in this course.

11. Giới thiệu về Tâm lý học (Introduction to Psychology)

Mã môn học: BA118IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

The course introduces principles and theories including methodology and brief analyses of topics from the fields of development, cognition and learning to motivation, emotion, individual and social processes.

12. Giới thiệu về Xã hội học (Introduction to Sociology)

Mã môn học: BA197IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

This course provides a fundamental understanding of the nature of Social Science. It introduces the field of sociology and its relevance to management and business as well as modern society. It encourages the development of an awareness of the language and methodology of social science research.

CÁC MÔN TOÁN – TIN HỌC - KHOA HỌC TỰ NHIÊN – CÔNG NGHỆ - MÔI TRƯỜNG

13. Phương pháp định lượng trong kinh doanh (Quantitative Methods for Business)

Mã môn học: BA168IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA080IU - Thống kê trong kinh doanh (Statistics for business)

Mô tả vắn tắt nội dung:

The course will provide students with an understanding of basic mathematical techniques and methods for business contexts and management decision making. More specifically, the course will introduce the basic theory and concepts of Calculus, Linear Algebra and Optimization, with applications to management, economics, finance. Topics include Mathematical Functions, Vectors and Matrices, Differentiation and Integration, Linear Programming.

14. Thống kê ứng dụng trong kinh doanh (Statistics for business)

Mã môn học: BA080IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

The course “Statistics for Business” introduces students to basic statistical concepts and procedures that can be applied in business. This course includes the following fundamentals: descriptive statistics, basic concepts of performance, specific and continuous distributions, sampling distributions, confidence intervals, statistical hypothesis testing, techniques for analysis of variance, and multiple regression.

15. Tin học quản lý (Business Computing Skills)

Mã môn học: BA120IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

Equip basic knowledge of information technology and information technology applications to serve the information processing needs of enterprises. This subject also develops skills in using some basic software to help managers increase productivity, including Microsoft PowerPoint, Microsoft Excel, Microsoft Word and using email.

CÁC MÔN NGOẠI NGỮ

16. Tiếng anh chuyên ngành 1 (Kỹ năng viết) (Academic english 1-Writing Skills)

Mã môn học: EN007IU

Số tín chỉ: 2 tín chỉ (2 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Có TOEFL iBT > 61, IELTS > 6.0

Mô tả vắn tắt nội dung:

This course provides students with comprehensive instruction and practice in essay writing, including the transformation of ideas into various functions of academic writing such as process description, cause and effect, comparison-contrast, argumentation, and synthesis essays. Throughout the course, students are required to read university-level English texts to develop the ability to read critically and respond to written texts accurately, coherently, and academically. Although the course provides students with important writing skills such as brainstorming, checking, note-taking, and editing, this course also prepares students for Academic English 2 (writing skills).

17. Tiếng anh chuyên ngành 1 (Kỹ năng nghe) (Academic english 1-Listening Skills)

Mã môn học: EN008IU

Số tín chỉ: 2 tín chỉ (2 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Có TOEFL iBT $\geq$ 61, IELTS $\geq$ 6.0

Mô tả vắn tắt nội dung:

This course is designed to prepare students for effective note-taking in English, so that they can pursue other courses throughout the program without any difficulty. This course is lecture-oriented in which lectures and learning processes are built on lectures based on various topics including business, science and humanities.

18. Tiếng anh chuyên ngành 2 (Kỹ năng viết) (Academic english 2-Writing Skills)

Mã môn học: EN011IU

Số tín chỉ: 2 tín chỉ (2 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Tiếng Anh chuyên ngành 1 (Academic English 1)

Mô tả vắn tắt nội dung:

This course provides students with the fundamentals of writing a research paper, specifically the role of generalization, definition, classification, and structure of a scientific research paper for undergraduate students. The course also provides students with methods for developing and presenting arguments, comparing and contrasting. Students are required to work on assignments to maximize their written communication with the instructor and are expected to become competent writers in a specific genre: the scientific research paper. Because writing is part of the core skill of reading and writing where reading serves as the input to spark writing, this course is designed to familiarize students whose primary language is not English with the theoretical basis of their major by exposing them to critical reading of literature from various subjects ranging from the natural sciences such as biology to the social sciences and humanities such as education, linguistics and psychology.

19. Tiếng anh chuyên ngành 2 (Kỹ năng nói) (Academic english 2-Speaking Skills)

Mã môn học: EN012IU

Số tín chỉ: 2 tín chỉ (2 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Có TOEFL iBT > 61, IELTS > 6.0

Mô tả vắn tắt nội dung:

Presenting in English has become an essential skill for students to succeed not only in university but also in their future careers. However, presenting in English can be seen as a daunting task, especially when it is done in a foreign language. English for Specific Purposes 2 (Speaking Skills) provides students with the knowledge and skills needed to deliver effective presentations. To do this, this course covers various aspects of presenting in English: planning and organizing, using appropriate language, using effective visual aids, building confidence, displaying body language, and dealing with questions and feedback.

GIÁO DỤC THỂ CHẤT

20. Physical Training 1 (Giáo dục thể chất 1)

Mã môn học: PE001IU

Số tín chỉ: 3 (0 lý thuyết + 3 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course introduces students to fundamental sports such as swimming, basketball, table tennis, badminton, and martial arts. Through the course, students will develop skills in each discipline while enhancing overall physical fitness, with a focus on endurance, flexibility, and coordination. The course emphasizes not only the improvement of individual techniques but also encourages teamwork, perseverance, and discipline. Additionally, students will learn how to cultivate healthy exercise habits that support long-term health and promote an active lifestyle.

21. Physical Training 2 (Giáo dục thể chất 2)

Mã môn học: PE001IU

Số tín chỉ: 3 (0 lý thuyết + 3 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course introduces students to fundamental sports such as swimming, basketball, table tennis, badminton, and martial arts. Through the course, students will develop skills in each sport while enhancing overall physical fitness, with an emphasis on endurance, flexibility, and coordination. The course not only focuses on improving individual techniques but also fosters teamwork, perseverance, and discipline. Additionally, students will

learn to establish healthy exercise habits that support long-term health and promote an active lifestyle.

CÁC MÔN KIẾN THỨC CƠ SỞ CỦA NGÀNH

CÁC HỌC PHẦN BẮT BUỘC

22. Nguyên lý Marketing (*Principles of Marketing*)

Mã môn học: BA003IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

Principles of Marketing helps equip students with basic knowledge and information about Marketing. Specifically, understanding market needs, customer behavior, business marketing strategies regarding products, prices, distribution, promotions, etc. In addition, the course also provides students with methods for market research, analyzing environmental factors affecting marketing activities.

23. Nguyên lý Quản trị Tài chính (*Fundamental of Financial Management*)

Mã môn học: BA016IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

Financial knowledge is highly valuable for managers in any form of business. This course is designed as an introductory finance course and serves as a prerequisite for Corporate Finance, which delves deeper into computational topics. The course content integrates both theoretical concepts and practical calculations. It provides fundamental knowledge about the time value of money, value and returns, cost of capital, and the use of capital. Students will learn how capital markets operate, the types of securities and financial instruments currently in use, and how to manage cash flows. Topics also include risk and working capital management, leverage, forecasting, financial statement analysis, and financial ratios. This course equips students with basic financial mathematics skills and serves as a solid foundation for further study in financial management.

24. Hành vi khách hàng (*Consumer Behavior*)

Mã môn học: BA083IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (*Principles of Marketing*)

Mô tả vắn tắt nội dung:

This course focuses on examining and applying the principles of consumer behavior to the development and implementation of marketing strategies. To enhance the examination of consumer behavior, we focus on the impact of new media on consumer information seeking, purchase choices, and decision making, recognizing that consumers have quick and convenient access to information about almost any product or service they might want to purchase. . The course also provides students with numerous real-world examples to demonstrate how marketers use consumer behavior concepts to solve marketing problems and develop and implement effective marketing strategies.

25. Mô phỏng Marketing (*Business Game*)

Mã môn học: BA140IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course is designed to help students better apply known and previously learned marketing theories and management strategies to real-world practice by implementing and using the MarkStrat software throughout the course.

Each week, students are required to practice in the lab to develop strategies and submit them to the instructor via the MarkStrat online server, which stimulates market activity and initiates a new business cycle. Students are also encouraged to engage in group work and brainstorming sessions to devise creative strategies that help their teams win the business game each week.

More specifically, this course aims to help students:

- Explain the interdependence of business activities in building a successful strategy
- Understand the relationship between a company's actions and competitive actions in generating financial performance
- Explain the link between specific analytical tools and business decision-making
- Use analysis and data to develop reasonable expectations for intended strategies (especially marketing strategies) and formulate explanations for strategies that have been implemented
- Understand the impact of biases such as attribution error and herd behavior on strategy and company development.

26. Chiến lược Marketing (Marketing Strategy)

Mã môn học: BA142IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course equips students with the essential knowledge required for future marketers. Specifically, it helps students develop the ability to conduct market research and analyze relevant factors to formulate appropriate marketing plans and campaigns.

The topics covered in this course include:

- The role of marketing in business
- Analysis of market opportunities
- Selection of target markets and desired customer segments
- Marketing strategies in the era of globalization
- Application of technology to support marketing mix decisions

In addition, the course employs practical and experience-based teaching and learning methods throughout the instructional process.

27. Phương pháp nghiên cứu kinh doanh (Business Research Methods)

Mã môn học: BA161IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA080IU - Thống kê ứng dụng trong kinh doanh (Statistics for business)

Mô tả vắn tắt nội dung:

This course aims to provide students with knowledge and skills in business research. Its main objectives are:

- (1) to address the nature, design, and various techniques for conducting scientific research across different business domains;

(2) to understand the relationship between business research and managerial decision-making; and

(3) to build a solid foundation for preparing a thesis.

Specifically, by the end of the course, students are expected to be able to:

- Clearly state a research question, theoretical foundation, and its significance
- Select an appropriate research design
- Conduct research in the business field using scientific investigation methods
- Apply scaling, reliability, and validity measurements
- Perform data analysis and interpret research findings
- Prepare a research report in an appropriate format.

28. *Workshop 1*

Mã môn học: BA256IU

Số tín chỉ: 3 (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

The course provides students with the soft skills and right attitude to succeed in college and future professional work environments. The course consists of nine presentations delivered by speakers who are directors/managers or professionals with at least five years of experience. The presentations are systematically and scientifically planned to allow students to practice what they learn in class and perform group work exercises given by the guest speakers.

29. *Workshop 2*

Mã môn học: BA275IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course is designed to equip students with soft skills, practical knowledge, and a professional attitude to help them understand the future working environment, particularly in the field of marketing. The course consists of 8 sessions delivered by guest speakers who are directors, managers, or experts with at least 5 years of experience in their respective fields. These speakers will present relevant topics using a scientific and systematic approach to encourage students to learn skills and knowledge drawn from real business practices. The course emphasizes the connection between theoretical knowledge taught at university and practical insights from the industry. Topics are related to marketing and may include, but are not limited to, brand management, client-agency relationships, handover and wrap-up meetings, workflow processes, setting personal goals, and more.

30. *Quản trị Marketing (Marketing Management)*

Mã môn học: BA286IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing); BA123IU - Nguyên lý quản trị (Principles of Management)

Mô tả vắn tắt nội dung:

Marketing Management is the process of planning, organizing, leading and controlling activities to create, communicate, distribute and exchange products/services of value to customers, meeting their needs and desires, while bringing benefits to the business. The contents of the subject include:

- Market analysis: Research and evaluate the market, customers, competitors to identify opportunities and challenges.
- Selecting target markets: Identifying the customer groups that the business wants to focus on serving.
- Determining brand position: Creating a unique image and position for the brand in the minds of customers.
- Product/service design: Developing products/services that meet the needs and desires of customers.
- Determining prices: Analyzing costs, market prices and customers' perceived value to come up with appropriate prices.
- Distribution: Building effective distribution channels to bring products/services to customers.
- Promotion: Communicate and promote products/services to customers through advertising channels, sales promotion, public relations,...

31. Phân tích & Đo lường Marketing (Marketing Analytics and Metrics)

Mã môn học: BA287IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

In the new era of marketing, data literacy is essential. This course will provide learners with the right tools to stay relevant. The aim of this course is to provide learners with the skills needed to intelligently use data and marketing analytics to make business recommendations and decisions. This course also provides the necessary foundation to start working in a marketing analytics position in a corporation, consulting firm or market research company. The course focuses on the following topics:

- Overview of Marketing Analytics
- Data Visualization and Data Storytelling
- Extracting Meaning from Web Data
- Marketing Measurement and Analytics
- Segmentation, Targeting and Positioning in Marketing
- Marketing Mix Modeling
- Artificial Intelligence
- Ethics in AI and Data Analytics
- Pricing Analysis.

CÁC MÔN KIẾN THỨC CƠ SỞ CỦA NGÀNH: CÁC HỌC PHẦN TỰ CHỌN

32. Kế toán tài chính (Financial Accounting)

Mã môn học: BA005IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

Accounting is an information system designed to identify, process, and communicate financial information and business performance, which is used to support business decision-making. This course introduces the fundamental principles of accounting theory and its applications. The main areas include the theory of debits and credits, accounts and general journals, the accounting cycle, loans and interest, accrued expenses, prepaid expenses, cash, receivables, inventories, fixed assets, and the preparation of financial statements

The main areas of study include:

- Theories of debits and credits
- Accounts and general journals
- The accounting cycle
- Loans and interest
- Accrued payables
- Prepaid expenses
- Cash
- Accounts receivable
- Inventory
- Property, plant, and equipment
- Preparation of financial statements

33. *Giao tiếp trong Kinh doanh (Business Communication)*

Mã môn học: BA006IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

This course provides fundamental knowledge of business communication, including the communication process and its key components in a business context. Students are equipped with and trained in the essential skills needed to effectively utilize common communication tools used in organizations, such as written documents, meetings, events, job interviews, and more.

34. *Đạo đức kinh doanh (Business Ethics)*

Mã môn học: BA020IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

The objective of this course is to provide an understanding of both the theory and practice of business ethics and sustainable business. Students will learn about the characteristics of ethical issues in the business context.

They will become familiar with general theories of business ethics such as:

- Ethical theories
- Stakeholder theory
- Responsibility theory
- Sustainable entrepreneurship
- Human rights issues
- Theories and practices in implementing business ethics

Students will also acquire the ability to systematically address ethical dilemmas.

The expected outcomes of the course include:

- A sound understanding of current issues in business related to ethics and sustainability
- A fundamental grasp of ethical theories and their application in business
- Skills to analyze ethical dilemmas
- Knowledge of tools and methods for managing ethics in business settings.

35. *Quản trị quan hệ công chúng (Public Relations Management)*

Mã môn học: BA031IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course offers an in-depth and engaging overview of the dynamic and ever-evolving field of Public Relations (PR). It covers a wide range of topics, including:

- Strategic, political, and media public relations
- Media relations in the era of social media
- Strategic communication management
- Participation in PR within the nonprofit sector
- Activism and public relations
- The impact of globalization and technology on the field

In addition to insights from key figures in the PR industry, the course also presents fresh perspectives on:

- Corporate social responsibility
- Public relations and politics
- Corporate communication
- Globalization
- Public relations in the nonprofit, financial, and public sectors.

36. *Quản lý bán hàng (Sale Management)*

Mã môn học: BA032IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

This course provides students with the knowledge to understand broad economic topics at the national or regional level and to evaluate macroeconomic policies as well as changes in the economy both domestically and globally. It equips students with the essential skills to assess the economy as an integrated whole. All of these concepts and insights enable students to plan for a business more effectively in both the short and long term by taking into account the impact of government macroeconomic policies.

37. *Nghiên cứu Marketing (Marketing Research)*

Mã môn học: BA035IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

Having timely and high-quality information is essential for the success of businesses in today's dynamic and highly competitive environment. Marketing research is a systematic approach to developing and providing information for managerial decision-making. Marketing research is especially valuable for those who expect marketing to be a significant part of their professional careers. This includes not only individuals planning to become marketing researchers but also those intending to work in other marketing roles or become users or clients of marketing research services. Therefore, this course is designed for managers—the ultimate users of marketing research—who are responsible for defining the scope and direction of research activities they initiate. The quality, relevance, and reliability of marketing research information are critically dependent on the careful execution of each step in the marketing research process.

38. *Marketing Dịch vụ (Service Marketing)*

Mã môn học: BA044IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

Service Marketing provides effective strategies and techniques for marketing and managing various types of service organizations. It explores the dynamic interactions between the service process, customer behavior, core and supplementary service elements, pricing strategies, communication tactics, service delivery options, and the roles of people and technology.

The core content of the course includes:

- Introduction to service marketing
- Analysis of the service marketing environment
- Customer behavior in services
- Service marketing strategy
- Service marketing tools
- Customer Relationship Management (CRM) in services
- Measuring service marketing performance

39. *B2B Marketing (B2B Marketing)*

Mã môn học: BA045IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

B2B refers to marketing activities directed toward businesses, governments, and nonprofit organizations—as opposed to individual consumers. This course enables students to understand the specific issues and challenges companies face when their customers are organizations. Students will explore various tools and concepts that businesses use to analyze and address these challenges, and develop the ability to identify and examine key mechanisms underlying issues in the business market. A critical aspect of this is learning how to effectively manage relationships with other companies—their customers.

40. *Quảng cáo & PR (Advertising and PR)*

Mã môn học: BA094IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course is designed to help students explore the world of advertising—its history, planning and research functions, techniques, and execution, including creative and media strategies. It addresses current issues, trends, and ethical concerns facing the industry. The course will benefit students who are passionate about pursuing a career in advertising as well as those who will simply be "consumers" of advertising throughout their lives.

The course focuses on the creative aspects of advertising and current advertising trends. Additionally, it provides students with an understanding of the fundamental communication and public relations concepts and processes that underpin strategies and campaigns. Students will learn how the advertising process works, with particular emphasis on the following areas:

- Identifying communication challenges and opportunities: responding to client briefs
- Creative strategies and practices for generating ideas, conceptual design, storytelling, emotional engagement, and campaign pitching
- Campaign evaluation methods

- Strategic media planning
- Risks, issues, and crisis communication
- Organizational communication
- Community relations
- Government relations
- Ethics in advertising and public relations

The course also emphasizes the demands and impact of advertising across multiple platforms, along with the related requirements of digital interaction, collaboration, and co-production. Students will develop a strategic communication plan and response to address contemporary public relations issues, with a focus on community consultation and engagement.

41. *Quản trị Kinh doanh Đại cương (Introduction to Business Administration)*

Mã môn học: BA115IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

The objective of this course aligns with the mission and competencies of the Faculty of Business Administration, as well as the critical thinking, communication, and other educational goals of the university:

- To provide knowledge about the scope, depth, and mission of the university and the faculty
- To introduce the functional areas of business and their integration, offering students a comprehensive understanding of global issues, including ethical business approaches and multinational concerns
- To develop students' basic skills in research, analysis, writing, computing, teamwork, and presentation
- To enhance students' applied critical thinking and communication skills through the development of a portfolio for a company in an industry of their interest

42. *Marketing quốc tế (International Marketing)*

Mã môn học: BA145IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course aims to help students understand the use of marketing strategies within the context of the global market. Students will learn how to adapt to potential challenges when implementing marketing programs abroad. The course also emphasizes cultural differences, changes in trade policies, and recent global market developments.

43. *Quản trị Chiến lược (Strategy Formulation and Implementation)*

Mã môn học: BA162IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA123-IU- Principles of Management

Mô tả vắn tắt nội dung:

This is a capstone course designed to develop students' ability to identify organizational issues, formulate and select strategic alternatives, and recognize potential challenges in strategy implementation.

Upon completing this course, students will be able to:

- Understand and apply the necessary steps to create and evaluate business projects from a strategic perspective
- Conduct industry analysis using Michael Porter's Five Forces Model
- Analyze the value chain of both the company and its competitors
- Perform financial ratio analysis to assess company and industry performance
- Use appropriate analytical tools to interpret gathered information
- Compare information to determine its accuracy and relevance
- Categorize data into relevant groupings
- Conduct SWOT analysis (strengths, weaknesses, opportunities, and threats)
- Summarize the available strategic alternatives for the company
- Evaluate the financial feasibility of each alternative
- Assess the impact of each alternative on the company's organizational structure
- Defend the recommended strategic option.

CÁC MÔN KIẾN THỨC CHUYÊN NGÀNH MARKETING SỐ (DIGITAL MARKETING): CÁC HỌC PHẦN BẮT BUỘC

44. Chiến lược Marketing Số (Digital Marketing Strategy)

Mã môn học: BA288IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course provides an overview of developing and implementing digital marketing strategies. Strategic frameworks and models are introduced to help students analyze the digital marketing landscape, evaluate the effectiveness of various digital marketing strategies, and develop integrated marketing plans that combine both online and offline media. The complementary roles of traditional and digital marketing along the customer journey are emphasized. Current trends, opportunities, and threats in the field are also discussed.

Core content of the course includes:

- Describing the current digital landscape: An overview of how digital technologies are reshaping all aspects of life, including marketing and business practices. Analysis of the evolution of digital channels and user behavior trends on online platforms. Discussions on the impact of Big Data and Artificial Intelligence (AI) on marketing.
- Comparing traditional versus digital marketing: A comparison between traditional marketing methods (e.g., print, television, outdoor advertising) and digital marketing channels (e.g., social media, online advertising, content marketing). Evaluation of the strengths and limitations of each approach. Discussion on the convergence of traditional and digital marketing within integrated marketing strategies.
- Developing a digital marketing strategy: This includes identifying objectives and target audiences for digital campaigns, analyzing the most appropriate digital channels to achieve those objectives, developing budgets and allocating resources for digital marketing activities, and establishing key performance indicators (KPIs) to measure campaign success.
- Describing digital marketing tactics: Topics include website development and design; social media marketing; content marketing; search engine marketing (SEM); online advertising; email marketing; and the use of the latest digital technologies in marketing such as virtual reality (VR), augmented reality (AR), and artificial intelligence (AI), which are shaping the future of marketing.

45. *Marketing Truyền thông Xã hội và thiết bị Di động (Social Media and Mobile Marketing)*

Mã môn học: BA289IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course covers advertising, marketing, and communication strategies within the context of new social media platforms. The course content includes:

- Introduction to social media platforms: You will be introduced to major social media services such as Facebook, Twitter, Google+, LinkedIn, and others, along with their marketing tools that can offer significant value to businesses. Building social media marketing strategies: The course guides you in developing effective social media marketing strategies and monitoring their effectiveness.

- Mobile marketing: The course also addresses marketing applications on mobile platforms. You will learn about mobile user behavior—trends and usage patterns—and how to develop a mobile strategy. Topics related to mobile marketing include SMS campaigns, QR codes, mobile internet, mobile apps, mobile advertising, mobile search, and how to measure the effectiveness and ROI (Return on Investment) of mobile campaigns.

- Work-Integrated Learning (WIL): The course incorporates a work-integrated learning experience, where your knowledge and skills are applied and assessed in a real or simulated work environment. You will receive feedback from industry professionals and the community, enriching your learning process.

46. *Marketing Nội dung Số (Digital Content Marketing)*

Mã môn học: BA290IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course will help students analyze why brands are shifting from traditional marketing to content marketing—a new way to build meaningful and long-term relationships with customers. To succeed in our highly connected digital world, students need to understand ongoing changes, how to develop a content marketing strategy, and how to measure its success.

The course focuses on designing a content marketing strategy that enables brands to engage with customers and build authentic relationships across various channels and touchpoints.

Core topics include:

- Introduction to Content Marketing
- Creating the Ideal Target Buyer Persona
- Brand Storytelling and Brand Purpose
- Content Creation, Content Curation, AI-Generated Content, and Search Engine Optimization (SEO)
- Smart Content Discovery
- Content Distribution Strategy
- The Power of Brand Storytelling Through Video
- Building a Content Marketing Team for Operational Efficiency
- Influencer Marketing and Word-of-Mouth (WOM)
- Experience as the New Brand

- Measuring Effectiveness – How to Evaluate a Content Marketing Plan
- Activating Social Employees: Creating and Distributing Authentic Content

47. *Ứng dụng AI trong Marketing (AI in Marketing)*

Mã môn học: BA291IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course delves into the integration of Artificial Intelligence (AI) in the field of marketing, exploring its transformative impact on strategy, operations, and customer engagement. Students will gain a solid foundation in the fundamentals of AI, its applications in marketing, and ethical considerations, supported by practical exercises and case studies.

Course content includes:

- Introduction to AI
- The Role of AI in Marketing
- Types of AI Used in Marketing
- Research on AI and Marketing
- AI Application Models in Marketing
- AI-Driven Product Innovation
- AI-Powered Service Operations
- AI in Supply Chain and Operations
- AI for Market Intelligence
- Customer Relationship Management with AI
- Ethics and AI in Marketing
- Strategic Planning with AI in Marketing
- The Future of AI in Marketing

CÁC MÔN KIẾN THỨC CHUYÊN NGÀNH MARKETING SỐ (DIGITAL MARKETING): CÁC HỌC PHẦN TỰ CHỌN

48. *Marketing Số (Digital Marketing)*

Mã môn học: BA148IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

The purpose of this course is to familiarize students with the capabilities of using the internet in Marketing, with a focus on Marketing Communication. The course explains the features and specific details of how traditional marketing mix tools are applied on the internet, while also introducing students to new opportunities, techniques, and tools provided by internet marketing. The course also delivers the latest knowledge from this rapidly evolving field and equip students with the skills to apply that knowledge in practice.

49. *Hệ thống thông tin địa lý (GIS for business and marketing)*

Mã môn học: BA285IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

Students will be introduced to fundamental concepts related to maps and Geographic Information Systems (GIS), including: components of a map, the mathematical foundation of

cartography, types of maps used in state management, components and functions of GIS, and applications of GIS in urban studies. Students will be guided in using ArcGIS software to perform spatial data analysis tasks and to present analytical results in the form of thematic maps. This course helps students develop skills in designing and developing GIS applications.

50. Kinh doanh trên nền tảng số (Digital Business)

Mã môn học: BA292IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

The emergence of the digital economy has created new opportunities for businesses, while also introducing new forms of competition across both “traditional” and emerging sectors. Many organizations are becoming increasingly “digitized” to capture value from innovation by reducing costs, improving efficiency, and offering new services.

Identifying which technologies can be integrated into the business, along with developing new digital strategies, is a core factor for business success—though often a complex task. Managers need to understand the capabilities of digital technologies while also evaluating the organizational context in which they will be applied.

This course provides deep insights into the rise of digital enterprises, key concepts, technologies, and strategic organizational approaches. Students will develop a strategic plan for a “traditional” business to adopt digital technologies and strategies, and present this plan as a business pitch.

The course will be particularly beneficial for students aiming to work in digital enterprises or in management consulting firms.

Core topics include:

- Definition of digital business
- Adoption of new digital technologies in both ‘new’ and ‘traditional’ industries
- Web applications: Characteristics, development, and life cycle
- Emerging trends and technologies (e.g., Cloud Computing, Mobile and Tablet Applications)
- Integrating new technologies into organizations
- Developing competitive advantage through technology
- Communities of practice, diverse project teams, and socio-technical systems required to create successful digital business models
- Designing and developing digital transformation plans
- Presenting the transformation plan; evaluation and assessment

51. Truyền thông Marketing tích hợp (Integrated Marketing Communications)

Mã môn học: BA293IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course provides an advanced overview of marketing communications in general. Integrated Marketing Communication (IMC) is based on the effective management, the integration of various media channels, and other tools to deliver marketing messages that achieve the objectives of marketing, communication, and business. The course focuses on a strategic approach to marketing communications, emphasizing the optimal impact that can be achieved

through the coordinated use of different marketing communication tools and integrated messaging. This course delves into the development, selection, and implementation of cohesive marketing messages that organizations can deploy across their diverse marketing and communication channels. Students will benefit from gaining a comprehensive understanding of the complexity of IMC and its various aspects. This will enable them to make informed and impactful decisions regarding marketing activities and overall business operations

52. Website Marketing

Mã môn học: BA294IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course provides comprehensive guidance for effective website marketing. Covering essential concepts from creating a user-friendly website to leveraging various online marketing channels, students will learn the art and science of increasing website visibility and user engagement. The course objectives include:

- Understanding the fundamentals of internet marketing
- Learning how to create and manage a website optimized for search engines
- Exploring different strategies to promote a website
- Analyzing website performance through tracking and analytics

53. Tình báo Marketing (Marketing Intelligence)

Mã môn học: BA295IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing) và Hành vi Khách hàng

Mô tả vắn tắt nội dung:

The Marketing Intelligence course equips students with knowledge of the processes involved in collecting, analyzing, and utilizing information about the market, customers, and competitors to make more effective marketing decisions. The course content focuses on the following objectives:

- Understanding the role of Marketing Insights in enhancing decision-making capabilities. Marketing Insights play a crucial role in transforming data into deep knowledge that supports more effective marketing decisions. These decisions include market segmentation, brand positioning, product development, promotion mix, and measuring and analyzing advertising feedback to help businesses assess campaign effectiveness and make necessary adjustments.
- Introducing common Market Intelligence tools such as:
 - o Market research: Conducting surveys, interviews, and collecting data on the market, customers, and competitors.
 - o Customer Data Analysis (CRM): Using CRM software to collect, store, and analyze data on customer behavior, preferences, and needs.
 - o Social media monitoring tools: Tracking social media conversations to capture trends, customer sentiment, and competitor activities.
 - o Web analytics tools: Analyzing user behavior on websites to gain a better understanding of the customer journey and optimize the website experience.
- Learning how to approach marketing issues and processes by leveraging smart, data-driven decision-making. Examples include:

- Using data and analysis to accurately identify marketing problems.
- Gathering data from multiple sources to gain a comprehensive understanding of the issue.
- Applying data analysis techniques to uncover relationships and understand the root causes of problems.
- Based on the analysis, proposing marketing solutions supported by real data and insights.
- Monitoring the effectiveness of implemented marketing solutions to assess success and make necessary adjustments.

54. Bán lẻ Đa Kênh (Omnichannel Retailing)

Mã môn học: BA296IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

Omnichannel retailing is a strategy that integrates physical sales channels (stores) and digital channels (online, mobile) to deliver a seamless shopping experience for customers. This course will analyze the organizational principles and strategies adopted by retailers who integrate operations across at least two channels, including stores, online platforms, and/or catalog-based retail.

The course content includes:

- Overview of Omnichannel Retailing
- Retail channels and their advantages and disadvantages
- Understanding omnichannel consumer behavior
- Omnichannel retail strategies
- Technologies enabling omnichannel experiences

55. Marketing qua người có tầm ảnh hưởng (Influencer Marketing)

Mã môn học: BA297IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

Social media is generating billions of dollars in revenue each year through the power of influencers. This course will help you understand influencers, how to become one, and how to leverage the influence of others to build a strong and profitable brand. The course equips students with the following knowledge:

- Understanding who an influencer is.
- Implementing social media marketing campaigns by using influencers, including how to select the appropriate influencers to reach your target market.
- Exploring both organic and paid methods to build your own social media influence.
- Learning how to analyze the effectiveness of influencer marketing.
- Discussing strategies for negotiating appropriate contracts with influencers at different levels of reach, including both micro-influencers (those with a moderate number of followers) and nationally recognized celebrities.
- Understanding how to approach and build relationships with influencers.
- Researching methods to accurately measure your brand's influence and individuals whom you can collaborate with to promote your brand.

CÁC MÔN KIẾN THỨC CHUYÊN NGÀNH QUẢN TRỊ VẬN HÀNH MARKETING (MARKETING OPERATION MANAGEMENT): CÁC HỌC PHẦN BẮT BUỘC

56. *Quản trị thương hiệu (Brand Management)*

Mã môn học: BA082IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing) và Nguyên lý Quản trị

Mô tả vắn tắt nội dung:

The purpose of this course is to enhance understanding of branding concepts and the development of strategies to build, leverage, and protect brands. Other key topics include brand implementation and measurement, with a focus on managing programs that influence consumer and channel behavior. The course uses various learning approaches to provide students with a comprehensive overview of essential brand management knowledge, helping them strengthen their ability to apply these concepts in developing competitive brand strategies and execution plans.

57. *Quản trị Quan hệ khách hàng (Customer Relationship Management)*

Mã môn học: BA182IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing) và Nguyên lý quản trị (BA123IU)

Mô tả vắn tắt nội dung:

This course provides the knowledge on developing CRM strategies and organizing CRM systems within an organization by identifying one of the key elements of CRM: customer intelligence, the information we want to gather about customers, and how to structure these processes. Students will then explore the role of CRM in the Marketing field.

The course also discusses the services provided to customers, how organizations decide to invest in specific customer relationships, and how to develop those relationships. For example, experimenting with different channels to determine which ones should be used to effectively engage with customers. From the customer's perspective, organizations can develop omnichannel strategies, decide how to organize these channels, and learn about the evolution of the internet, including social media, marketing automation, sales force automation, and service automation.

Finally, the course emphasizes CRM systems and their applications in both the present and the future.

Course content includes:

- Introduction to CRM
- Understanding customer relationships
- Customer journey management: Attracting customers
- Customer journey management: Developing and retaining customers
- Customer portfolio management
- Managing customer experience value
- Marketing automation
- Sales force automation
- Service automation

- Developing and managing customer data
- Using customer data
- Planning for success
- CRM implementation

58. *Kinh doanh trên nền tảng số (Digital Business)*

Mã môn học: BA292IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

The emergence of the digital economy has created new opportunities for businesses while introducing new forms of competition across both “traditional” and emerging sectors of the economy. Many organizations are becoming increasingly “digitized” to capture value from innovations by reducing costs, improving performance, and offering new services. Identifying which technologies can be integrated into the business, combined with developing new digital strategies, is a core factor for business success, although this is often a complex task. Managers need to appreciate the capabilities of digital technologies, but they must also assess the organizational context in which these technologies will be implemented.

This course provides in-depth insights into the rise of digital enterprises, key concepts, technologies, and strategic organization. Students will develop a strategic plan for a “traditional” business to adopt digital technologies and strategies, and will present this plan as a business proposal. The course is particularly useful for students planning to work in digital enterprises or management consulting firms.

The key topics covered in the course include:

- Definition of digital business
- Applying new digital technologies in both “new” and “traditional” industries
- Web applications: Characteristics, development, and life cycle
- Emerging trends and technologies (Cloud computing, Mobile and tablet applications, etc.)
- Integrating new technologies into the organization
- Developing competitive advantage through technology
- Communities of practice, diverse project teams, and socio-technical systems required to create successful digital business models
- Developing and implementing digital transformation plans
- Presentation, evaluation, and appraisal of digital transformation plans

59. *Tình báo Marketing (Marketing Intelligence)*

Mã môn học: BA295IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing); BA161IU- Business Research Methods

Mô tả vắn tắt nội dung:

The Marketing Intelligence course equips students with knowledge of the processes involved in collecting, analyzing, and utilizing information about the market, customers, and competitors to make more effective marketing decisions. The course content focuses on the following objectives:

- Understanding the role of Marketing Insights in enhancing decision-making capabilities. Marketing Insights play a crucial role in transforming data into deep knowledge that supports more effective marketing decisions. These decisions include market segmentation, brand positioning, product development, promotion mix, and measuring and analyzing advertising feedback to help businesses assess campaign effectiveness and make necessary adjustments.
- Introducing common Market Intelligence tools such as:
 - o Market research: Conducting surveys, interviews, and collecting data on the market, customers, and competitors.
 - o Customer Data Analysis (CRM): Using CRM software to collect, store, and analyze data on customer behavior, preferences, and needs.
 - o Social media monitoring tools: Tracking social media conversations to capture trends, customer sentiment, and competitor activities.
 - o Web analytics tools: Analyzing user behavior on websites to gain a better understanding of the customer journey and optimize the website experience.
- Learning how to approach marketing issues and processes by leveraging smart, data-driven decision-making. Examples include:
 - o Using data and analysis to accurately identify marketing problems.
 - o Gathering data from multiple sources to gain a comprehensive understanding of the issue.
 - o Applying data analysis techniques to uncover relationships and understand the root causes of problems.
 - o Based on the analysis, proposing marketing solutions supported by real data and insights.
 - o Monitoring the effectiveness of implemented marketing solutions to assess success and make necessary adjustments.

CÁC MÔN KIẾN THỨC CHUYÊN NGÀNH QUẢN TRỊ VẬN HÀNH MARKETING (MARKETING OPERATION MANAGEMENT): CÁC HỌC PHẦN TỰ CHỌN

60. Quản trị Dự án (Project Management)

Mã môn học: BA023IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course relates to project management from concept development to operational activities. It emphasizes essential skills such as planning, scheduling, controlling, analyzing economic situations, managing quality, and meeting customer requirements. The course also introduces standards for determining project success. This course also facilitates students with immediate impacts on the successful execution of the projects they participate in.

61. Thương mại điện tử (E-commerce)

Mã môn học: BA027IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

This course equips students with both theoretical foundations and practical tools necessary for building and managing e-commerce websites. The course content includes: e-commerce business models, marketing strategies, system security and safety issues, online payment systems,

hardware/software requirements, legal and ethical issues in e-commerce, as well as the operation of e-commerce activities globally and in Vietnam.

62. B2B Marketing

Mã môn học: BA045IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course focuses on the essential skills that students need to understand the unique needs of business customers and the success in marketing and management roles within B2B organizations. Case studies and guest speakers will emphasize practical B2B marketing skills, including organizational buying models, B2B product and service launches, product line pricing, sales management and support, distribution partner management, and leveraging social media for B2B promotion

Course content includes:

- Overview of B2B
- Introduction of Marketing in Business Markets
- Assessing Business Customer Needs
- Market Segmentation in Business Markets
- Successful Customer Interviews
- Building B2B Brands
- Relationship Selling Model
- Sales and Communication Tools
- Content Marketing
- Channel Development and Product Distribution
- B2B Marketing Technologies
- Emerging Trends in B2B Marketing

63. Lập kế hoạch sản phẩm mới (New Product Planning)

Mã môn học: BA149IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course aims to develop the knowledge and skills necessary to maintain competitive advantage through innovation. This course will help students gain a better understanding of how to identify new opportunities as well as how to initiate, develop, and monitor them. The course is designed to ensure that you acquire the relevant skills and capabilities required in the business world. To achieve these objectives, the course provides a strategic management approach to innovate, develop, and continuously monitor products from a marketing perspective. Throughout the course, students will be introduced to relevant theories, models, and tools to support improved decision-making related to new product management

64. *Kênh Marketing (Marketing Channels)*

Mã môn học: BA183IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

Marketing channel course indicates a group of interdependent organizations involved in the process of making a product or service available for use or consumption. Marketing channel and distribution management is a critical aspect of commercial operations. In today's increasingly complex and challenging competitive environment, organizations must know how to select and effectively manage marketing channels to build partnerships that create value, foster trust, and minimize conflicts. This course equips students with the ability to understand and define key marketing channel terminology; comprehend channel structures, strategies, and models; apply channel principles and processes to real-world situations; analyze different channel options using decision-making criteria; propose appropriate channel structures and processes; provide justifications for implementations; and develop channel strategies and action plans aimed at achieving incremental improvements

65. *Hệ thống thông tin địa lý (GIS for business and marketing)*

Mã môn học: BA285IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung

Students will be introduced to fundamental concepts related to maps and Geographic Information Systems (GIS), including: components of a map, the mathematical foundation of cartography, types of maps used in state management, components and functions of GIS, and applications of GIS in urban studies. Students will be guided in using ArcGIS software to perform spatial data analysis tasks and to present analytical results in the form of thematic maps. This course helps students develop skills in designing and developing GIS applications.

66. *Marketing Truyền thông Xã hội và thiết bị Di động (Social Media and Mobile Marketing)*

Mã môn học: BA289IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course covers advertising, marketing, and communication strategies within the context of new social media platforms. The course content includes:

- Introduction to social media platforms: You will be introduced to major social media services such as Facebook, Twitter, Google+, LinkedIn, and others, along with their marketing tools that can offer significant value to businesses. Building social media marketing strategies: The course guides you in developing effective social media marketing strategies and monitoring their effectiveness.

- Mobile marketing: The course also addresses marketing applications on mobile platforms. You will learn about mobile user behavior—trends and usage patterns—and how to develop a mobile strategy. Topics related to mobile marketing include SMS campaigns, QR codes, mobile internet, mobile apps, mobile advertising, mobile search, and how to measure the effectiveness and ROI (Return on Investment) of mobile campaigns.

- **Work-Integrated Learning (WIL):** The course incorporates a work-integrated learning experience, where your knowledge and skills are applied and assessed in a real or simulated work environment. You will receive feedback from industry professionals and the community, enriching your learning process.

67. *Ứng dụng AI trong Marketing (AI in Marketing)*

Mã môn học: BA291IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course delves into the integration of Artificial Intelligence (AI) in the field of marketing, exploring its transformative impact on strategy, operations, and customer engagement. Students will gain a solid foundation in the fundamentals of AI, its applications in marketing, and the associated ethical considerations, reinforced through practical exercises and case studies.

Course content includes:

- Introduction to AI
- The Role of AI in Marketing
- Types of AI Applications in Marketing
- Research on AI and Marketing
- AI Application Models in Marketing
- Product Innovation through AI
- Service Operations with AI
- AI in Supply Chain and Operations
- AI for Market Intelligence
- Customer Relationship Management with AI
- Ethics and AI in Marketing
- Strategic Planning with AI in Marketing
- The Future of AI in Marketing

68. *Truyền thông Marketing tích hợp (Integrated Marketing Communications)*

Mã môn học: BA293IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course provides an advanced overview of marketing communications in general. Integrated Marketing Communication (IMC) is based on effective management, the integration of various media channels, and other tools to deliver marketing messages that achieve the objectives of marketing, communication, and business. The course focuses on a strategic approach to marketing communications, emphasizing the optimal impact that can be achieved through the coordinated use of different marketing communication tools and integrated messaging. This course delves into the development, selection, and implementation of cohesive marketing messages that organizations can deploy across their diverse marketing and communication channels. Students will benefit from gaining a comprehensive understanding of the complexity of IMC and its various aspects. This will enable them to make informed and impactful decisions regarding marketing activities and overall business operations

69. *Website Marketing*

Mã môn học: BA294IU

Số tín chỉ: 3 tín chỉ (3 lý thuyết + 0 thực hành)

Môn học trước: BA003IU – Nguyên lý Marketing (Principles of Marketing)

Mô tả vắn tắt nội dung:

This course provides comprehensive guidance for effective website marketing. Covering essential concepts from creating a user-friendly website to leveraging various online marketing channels, students will learn the art and science of increasing website visibility and user engagement. The course objectives include:

- Understanding the fundamentals of internet marketing
- Learning how to create and manage a website optimized for search engines
- Exploring different strategies to promote a website
- Analyzing website performance through tracking and analytics

CÁC MÔN LUẬN VĂN TỐT NGHIỆP, THỰC TẬP

70. Thực tập (Internship)

Mã môn học: BA153IU

Số tín chỉ: 3 tín chỉ (0 lý thuyết + 3 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

This internship program is designed to equip students with practical experience by directly engaging in work at enterprises within the general business sector. The internship allows students to apply the knowledge and skills acquired at university to real-world practice and address practical industry challenges. It provides an opportunity for students to transfer academic learning into real business contexts. This experience will help students reinforce their knowledge, gain exposure to professional working environments, and build a solid foundation for their future careers.

71. Thực tập chuyên sâu (Specialized Internship)

Mã môn học: BA255IU

Số tín chỉ: 3 tín chỉ (0 lý thuyết + 3 thực hành)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung:

The “Specialized Internship” course is a pivotal experience for students of the School of Business Administration, designed to bridge the gap between academic theory and business practice. This dynamic course offers students a unique opportunity to apply their academic knowledge and skills in a professional environment, enabling them to engage deeply with real-world industry challenges and solutions. Through participation in this internship, students will gain invaluable practical experience, develop professional competencies, and enhance their understanding of business operations and management within their field of study.

72. Luận văn tốt nghiệp (Thesis)

Số tín chỉ: 12 tín chỉ (12 lý thuyết + 0 thực hành)

Điều kiện tiên quyết: Hoàn thành Nghiên cứu Marketing và Đã hoàn thành các môn học đại cương, cơ sở ngành và chuyên ngành.

Mô tả vắn tắt nội dung:

Thesis is a compulsory course for senior students prior to graduation. Under the supervision of a faculty member from the School of Business Administration, students are guided in identifying their research topic and determining the appropriate implementation approach.

Students may choose a topic closely related to a specific organization or a broader, more comprehensive subject. The objective of the thesis is to enable students to apply the theories and knowledge acquired in class to address real-world issues within the field of Marketing. The thesis must demonstrate creativity, logical structure, scientific rigor, and contribute to both the theoretical foundation of the discipline and the practical needs of organizations. The process of conducting and evaluating the thesis for undergraduate Marketing students follows the general regulations of the International University.

TRƯỜNG KHOA



Hà Minh Trí

**KT. HIỆU TRƯỞNG
PHÓ HIỆU TRƯỞNG**



Đinh Đức Anh Vũ



Phụ lục 1
NỘI DUNG ĐIỀU CHỈNH
CHƯƠNG TRÌNH ĐÀO TẠO NGÀNH MARKETING KHÓA 2025 SO VỚI
KHÓA 2024

*(Kèm theo Quyết định số 1059/QĐ-ĐHQT ngày 04 tháng 9 năm 2025
của Hiệu trưởng Trường Đại học Quốc tế)*

1. Thông tin chung

Tăng số tổng tín chỉ từ 120 tín chỉ thành 123 tín chỉ để thống nhất chung với ngành Quản trị Kinh doanh

2. Các môn học loại bỏ khỏi chương trình đào tạo

Maths for Business- Toán trong Kinh doanh (BA282IU)

3. Các môn học bổ sung vào chương trình đào tạo

Môn Quantitative Methods for Business (BA168IU) - Phương pháp Định lượng trong kinh doanh)

4. Các môn học điều chỉnh

Tên môn học	Mã	Số TC	Ghi chú
Financial Accounting - Kế toán tài chính	BA005IU	3	Chuyển sang nhóm môn bắt buộc
Fundamentals of Financial Management	BA016IU	3	

5. Đổi tên môn

Tên môn học cũ	Tên môn học mới	Mã MH
Marketing Simulation - Mô Phỏng Marketing	Business Game – Mô phỏng kinh doanh	BA140IU
Geographical Information System - Hệ thống thông tin địa lý	GIS for business and Marketing - Hệ thống thông tin địa lý	BA285IU

6. Hướng xử lý cho các sinh viên khóa cũ khi chưa học các môn học bị loại bỏ khỏi chương trình đào tạo

Các nội dung thay đổi chỉ áp dụng đối với Chương trình đào tạo Khóa 2025.

Môn BA282IU của Khóa 2024 vẫn duy trì giảng dạy, Sinh viên có thể đăng ký học chung với chương trình đào tạo của các ngành của Khoa Kinh tế, Tài chính và Kế toán.



Phụ lục 2
MỨC ĐỘ ĐÁP ỨNG
KHUNG NĂNG LỰC SỐ CỦA CHƯƠNG TRÌNH ĐÀO TẠO
*(Kèm theo Quyết định số 1059/QĐ-ĐHQT ngày 04 tháng 9 năm 2025
của Hiệu trưởng Trường Đại học Quốc tế)*

* Đáp ứng Thông tư 02/2025/TT-BGDĐT ngày 24/01/2025 của Bộ Giáo dục và Đào tạo Quy định về Khung năng lực số cho người học.

I. Mức độ đáp ứng khung năng lực số của chương trình đào tạo

1. Miền năng lực 1: Khai thác dữ liệu và thông tin

* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần (NLTP)		
			NLTP 1.1	NLTP 1.2	NLTP 1.3
1	BA120IU	Business Computing Skill	6	6	6
2	BA168IU	Quantitative Methods for Business	6	6	6
3	BA006IU	Business Communication	4	4	
4	BA153IU	Internship	5	5	
5	BA255IU	Specialized Internship	5	5	5
6	BA161IU	Business Research Methods	6	6	5
7	BA170IU	Thesis	6	6	6
8	BA162IU	Strategy Formulation and Implementation	4	4	
9	BA274IU	Workshop 2 Business Management	5	5	5
10	BA027IU	E - Commerce	6	6	6
11	BA151IU	International Business Management	4	4	

12	BA145IU	International Marketing	4	4	
13	BA155IU	Multicultural Management	4	4	4
14	BA035IU	Marketing Research	5	5	5
15	BA083IU	Consumer Behavior	5	5	5

2. Miền năng lực 2: Giao tiếp và hợp tác trong môi trường số

** Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)*

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần					
			NLTP 2.1	NLTP 2.2	NLTP 2.3	NLTP 2.4	NLTP 2.5	NLTP 2.6
1	BA006IU	Business Communication	6	6	6	6	6	6
2	BA153IU	Internship	5	5	5	5	5	5
3	BA255IU	Specialized Internship	5	5	5	5	5	5
4	BA161IU	Business Research Methods	6	6	6	6	6	6
5	BA027IU	E - Commerce	6	6	6	6	6	6
6	BA170IU	Thesis	5	5	5	5	5	5

3. Miền năng lực 3: Sáng tạo nội dung số

** Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)*

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 3.1	NLTP 3.2	NLTP 3.3	NLTP 3.4
1	BA153IU	Internship	5	5		
2	BA255IU	Specialized Internship	5	5		
3	BA151IU	International Business Management	4	4		
4	BA155IU	Multicultural Management	4	4		
5	BA170IU	Thesis	5	5	6	4

4. Miền năng lực 4: An toàn

** Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)*

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 4.1	NLTP 4.2	NLTP 4.3	NLTP 4.4
1	BA120IU	Business Computing Skill	6	6	4	4
2	BA006IU	Business Communication	6	6	3	3
3	BA153IU	Internship	5	6	4	4
4	BA255IU	Specialized Internship	5	6	4	4

5. Miền năng lực 5: Giải quyết vấn đề

** Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)*

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 5.1	NLTP 5.2	NLTP 5.3	NLTP 5.4
1	BA120IU	Business Computing Skills	3	5	4	5
2	BA168IU	Quantitative Methods for Business	3	5	4	5
3	BA006IU	Business Communication	3	5	4	3
4	BA255IU	Specialized Internship	3	5	4	4
5	BA161IU	Business Research Methods	3	5	4	4
6	BA170IU	Thesis	3	5	5	4

6. Miền năng lực 6: Ứng dụng trí tuệ nhân tạo

* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần		
			NLTP 6.1	NLTP 6.2	NLTP 6.3
1	BA006IU	Business Communication	5	6	4
2	BA153IU	Internship	5	6	4
3	BA255IU	Specialized Internship	5	6	4
4	BA161IU	Business Research Methods	5	6	4
5	BA170IU	Thesis	5	6	4
6	BA035IU	Marketing Research	5	6	4
7	BA083IU	Consumer Behavior	5	6	4

II. Phương pháp đánh giá chuẩn đầu ra khung năng lực số

Miền năng lực	Năng lực thành phần (NLTP)	Môn học	Hình thức đánh giá
1. Khai thác dữ liệu và thông tin	NLTP 1.1	Multicultural Management	Project cuối kỳ
	NLTP 1.2	International Business Management	Bài tập nhóm
	NLTP 1.3	E-commerce	Project tổ chức đặt hàng và bán hàng, kinh doanh trên internet
2. Giao tiếp và hợp tác trong môi trường số	NLTP 2.1	Business communication	Bài tập trên lớp
	NLTP 2.2	Internship	Thể hiện trên báo cáo thực tập
	NLTP 2.3	E-commerce	Project tổ chức đặt hàng và bán hàng, kinh doanh trên internet

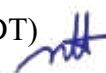
	NLTP 2.4	Business communication	Bài tập cá nhân
	NLTP 2.5	Business communication	Bài thi giữa kỳ, cuối kỳ
	NLTP 2.6	Business communication	Bài tập cá nhân
3. Sáng tạo nội dung số	NLTP 3.1	Internship	Báo cáo thực tập
	NLTP 3.2	Specialized internship	Báo cáo thực tập
	NLTP 3.3	Thesis	Luận văn tốt nghiệp
	NLTP 3.4	Thesis	Luận văn tốt nghiệp
4. An toàn	NLTP 4.1	Business computing skills	Thực hành trên lớp
	NLTP 4.2	Business communication	Bài tập cá nhân
	NLTP 4.3	Internship	Báo cáo thực tập
	NLTP 4.4	Specialized internship	Báo cáo thực tập
5. Giải quyết vấn đề	NLTP 5.1	Business computing skills	Bài tập, bài thi
	NLTP 5.2	Quantitative methods for business	Bài tập, bài thi
	NLTP 5.3	Thesis	Luận văn tốt nghiệp
	NLTP 5.4	Specialized internship	Báo cáo thực tập
6. Ứng dụng trí tuệ nhân tạo	NLTP 6.1	Marketing research	Project
	NLTP 6.2	Consumer behavior	Project
	NLTP 6.3	Thesis	Luận văn tốt nghiệp

ĐẠI HỌC QUỐC GIA
THÀNH PHỐ HỒ CHÍ MINH
TRƯỜNG ĐẠI HỌC QUỐC TẾ

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập – Tự do – Hạnh phúc

Phụ lục 3
ĐỀ CƯƠNG CHI TIẾT CÁC MÔN HỌC
*(Kèm theo Quyết định số 1059/QĐ-ĐHQT ngày 04 tháng 9 năm 2025
của Hiệu trưởng Trường Đại học Quốc tế)*

(Sắp xếp thứ tự đề cương theo Bảng 6 – Các môn học thuộc CTĐT)



ĐẠI HỌC QUỐC GIA THÀNH PHỐ HỒ CHÍ MINH
KHOA CHÍNH TRỊ - HÀNH CHÍNH

ĐỀ CƯƠNG CHI TIẾT MÔN HỌC
(Dành cho trường Đại học Quốc Tế)

1. Thông tin tổng quát

- Tên môn học:

+ Tiếng Việt

+ Tiếng Anh

- Mã số môn học: PE015IU

- Thuộc khối kiến thức/kỹ năng:

☒ Kiến thức cơ bản/giáo dục đại cương

☐ Kiến thức chuyên ngành

☐ Môn học chuyên về kỹ năng chung

- Số tín chỉ:

+ Lý thuyết

+ Thực hành (thuyết trình)

- Môn học tiên quyết: Không

- Môn học trước: Không

- Môn học song hành: Không

Triết học Mác-Lênin

Philosophy of Marxism – Leninism

☐ Kiến thức cơ sở ngành

☐ Kiến thức khác

☐ Môn học đồ án/luận văn tốt nghiệp

03

30 (trên lớp)

15 (trên lớp)

90 (về nhà)

2. Mô tả môn học

(vị trí của môn học đối với chương trình đào tạo (CTĐT), những mục đích và nội dung chính yếu của môn học)

Môn học thuộc phần kiến thức giáo dục đại cương thuộc mảng lý luận chính trị, trang bị cho sinh viên những kiến thức cơ bản về triết học Mác-Lênin. Môn học nghiên cứu những quy luật vận động, phát triển chung nhất của tự nhiên, xã hội, tư duy; gồm 3 chương: Triết học và vai trò của triết học trong đời sống xã hội, chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.

3. Tài liệu học tập

(Các giáo trình, tài liệu tham khảo, các phần mềm, không quá 5 cuốn)

Giáo trình:

[1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Triết học Mác – Lênin*, (dùng cho khối không chuyên ngành lý luận chính trị), Nxb. Chính trị quốc gia, Hà Nội.

[2] Bộ Giáo dục và Đào tạo (2012), *Giáo trình Những Nguyên lý cơ bản của chủ nghĩa Mác – Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

[3] Hội đồng Trung ương (2008), *Giáo trình Triết học Mác-Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

Tài liệu khác:

[1] Triết học Mác-Lênin (Bộ câu hỏi hướng dẫn ôn thi môn triết học), Nxb Sự thật, Hà Nội, 1980

[2] Triết học Mác-Lênin, tập 1 và 2, Nxb Sách giáo khoa Mác - Lênin, Hà Nội, 1995



Phần mềm:**4. Mục tiêu môn học**

(các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TĐNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)	TĐNL tương ứng CTĐT (4)
G1	4.1 Về kiến thức Sinh viên hiểu được vai trò của triết học Mác - Lênin trong đời sống xã hội và những nội dung cơ bản về: Chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.		
G2	4.2. Về kỹ năng Sinh viên vận dụng, phân tích được những tri thức cơ bản của triết học Mác - Lênin về chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử vào việc nhận thức, lý giải các hiện tượng, quy luật trong đời sống xã hội Việt Nam và thế giới.		
G3	4.3. Về thái độ/năng lực tự chủ và trách nhiệm Sinh viên đánh giá được giá trị, tính khoa học cách mạng và nhân văn của triết học Mác - Lênin đối với thực tiễn Việt Nam và nhân loại		

(1): Ký hiệu mục tiêu của môn học.

(2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

5. Chuẩn đầu ra môn học

(các mục cụ thể hay CDR của môn học và mức độ giảng dạy I, T, U)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	Sinh viên hiểu những tri thức cơ bản về triết học nói chung, những điều kiện ra đời của triết học Mác – Lênin. Đồng thời giúp sinh viên phân tích, đánh giá được thực chất cuộc cách mạng trong triết học do C.Mác và Ph.Ăngghen thực hiện và các giai đoạn hình thành, phát triển triết học Mác – Lênin; Vai trò của triết học Mác trong đời sống xã hội và trong thời đại ngày nay.	I, T
G1.2	Sinh viên hiểu được quan điểm của chủ nghĩa duy vật biện chứng về vật chất, các hình thức, phương thức tồn tại của vật chất; nguồn gốc, bản chất của ý thức; mối quan hệ biện chứng giữa vật chất và ý thức.	I.T. U

	Sinh viên hiểu được những nội dung cơ bản của phép biện chứng duy vật; ý nghĩa phương pháp luận trong nhận thức và thực tiễn. Sinh viên hiểu những kiến thức cơ bản về lý luận nhận thức của chủ nghĩa duy vật biện chứng; ý nghĩa phương pháp luận.	
G1.3	Sinh viên hiểu những kiến thức về học thuyết hình thái kinh tế - xã hội; vận dụng ý nghĩa phương pháp luận vào thực tiễn của Việt Nam. Giúp sinh viên hiểu được những quan điểm cơ bản của triết học Mác – Lênin về giai cấp; về nhà nước và cách mạng xã hội; về dân tộc, quan hệ giai cấp - dân tộc – nhân loại; ý nghĩa phương pháp luận trong nhận thức những vấn đề cơ bản của cách mạng Việt Nam. Sinh viên hiểu những quan điểm cơ bản của triết học Mác – Lênin về con người, về ý thức xã hội, sự vận dụng vào cách mạng Việt Nam.	I, T, U
G2.1	Sinh viên phân tích mang tính khái quát hóa để rút ra <i>Từ khóa tri thức</i> đối với mỗi nội dung và tư duy có hệ thống.	U
G2.2	Sinh viên vận dụng trình bày, thuyết minh, phản biện, tranh luận, hùng biện những tri thức lý luận đang học tập, nghiên cứu dựa trên thực tiễn.	U
G2.3	Sinh viên vận dụng trong giao tiếp xã hội, hợp tác và làm việc nhóm, chia sẻ tri thức và kinh nghiệm, khả năng điều hành nhóm làm việc.	U
G3.1	Sinh viên phân tích, đánh giá được những nền tảng khoa học và cách mạng của chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.	U
G3.2	Sinh viên vận dụng lập trường mácxít nhằm đấu tranh chống lại các quan điểm sai trái, xuyên tạc triết học Mác – Lênin.	U

(1): Ký hiệu CDR của môn học

(2): Mô tả CDR, bao gồm các động từ chủ động, các chủ đề CDR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

6. Đánh giá môn học

(các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CDR của môn học)

Thành phần đánh giá (1)	Bài đánh giá (2)	CDR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1, G1.2- G1.3, G2.1, G2.2- G2.3 G3.1-	30%

		G3.2	
A2. Đánh giá giữa kỳ	Hình thức tự luận hoặc trắc nghiệm (A2.1)	G1.1 G2.1- G2.2, G3.1- G3.2	20%
A3. Đánh giá cuối kỳ	- Hình thức tự luận, sinh viên được sử dụng tài liệu giấy, không sử dụng thiết bị nối mạng khi làm bài thi: 75 phút (A3.1) - Điểm thưởng (tối đa 20% của điểm cuối kỳ)	G1.2- G1.3, G2.1- G2.2, G3.1- G3.2	50%

(1): các thành phần đánh giá của môn học.

(2): các bài đánh giá

(3): các CDR được đánh giá.

(4): tiêu chí đánh giá.

(5): chuẩn đánh giá

(6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

7. Kế hoạch giảng dạy chi tiết

(các nội dung giảng dạy theo buổi học, thể hiện sự tương quan với các CDR của môn học, các hoạt động dạy và học (ở lớp, ở nhà) và các bài đánh giá của môn học)

Lý thuyết

1	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
1/3 tiết	Giới thiệu về môn học Chương 1 TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI I. triết học và vấn đề cơ bản của triết học 1. Khái lược về triết học - Nguồn gốc ra đời của triết học 1. Khái lược về triết học	G1.1	Hoạt động dạy: - Giới thiệu đề cương môn học - Giới thiệu nội dung đề tài thuyết trình nhóm) - Trình chiếu, thuyết giảng Hoạt động học: - Chia nhóm - Giới thiệu nhóm học tập - Nghe giảng, phát biểu - Đọc trước mục I, II của chương 1	A1.1, A1.2, A2.1, A3.1
2/3 tiết	Chương 1 TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI	G1.1 G2.2 G2.3	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học:	A1.1, A1.2, A2.1, A3.1

	I. Triết học và vấn đề cơ bản của triết học (tt) 1. Khái lược về triết học - Khái niệm triết học 2. <i>Vấn đề cơ bản của triết học</i>		- Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần I, mục 3, chương 1.	
3/3 tiết	Chương 1 TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI (tiếp theo) I. Triết học và vấn đề cơ bản của triết học (tt) 3. <i>Biện chứng và siêu hình</i>	G1.1 G2.2 G2.3	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần II chương 1.	A1.1, A1.2, A2.1, A3.1
4/3 tiết	Chương 1 TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI (tiếp theo) II. Triết học Mác - Lênin và vai trò của triết học Mác - Lênin trong đời sống xã hội 1. <i>Sự ra đời và phát triển của triết học Mác - Lênin</i> - Giới thiệu nội dung mục 2.3	G1.1 G2.2 G2.3	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần I chương 1.	A1.1, A1.2, A2.1, A3.1
5/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN CHỨNG I. Vật chất và ý thức 1. <i>Vật chất và các hình thức tồn tại của vật chất</i> 2. <i>Nguồn gốc, bản chất và kết cấu của ý thức</i>	G1.2 G2.1 G2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 3 phần I chương 2.	A1.1, A1.2, A2.1, A3.1
6/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN CHỨNG I. Vật chất và ý thức 3. <i>Mối quan hệ giữa vật chất và ý thức</i> II. Phép biện chứng duy vật 1. <i>Hai loại hình biện chứng và phép biện chứng duy vật</i>	G1.2 G2.1 G2.2 G3.1 G3.2 G1.3	- Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 1,2 phần II chương 2.	A1.1, A1.2, A2.1, A3.1
7/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN	G1.3 G2.1	Hoạt động dạy: - Trình chiếu, thuyết	A1.1, A1.2,

	CHỨNG (tiếp theo) II. Phép biện chứng duy vật 2. Nội dung của phép biện chứng duy vật a. Hai nguyên lý. - Nguyên lý về mối liên hệ phổ biến - Nguyên lý về sự phát triển - Kiểm tra giữa kỳ	G.2.2 G3.1 G3.2	giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 2 phần II chương 2.	A3.1
8/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo) II. Phép biện chứng duy vật 2. Nội dung của phép biện chứng duy vật c. Các cặp phạm trù của PBCDV - Phạm trù cái riêng – cái chung - Phạm trù nguyên	G1.3 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 2 phần II chương 2.	A1.1, A1.2, A3.1
9/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo) II. Phép biện chứng duy vật 2. Nội dung của phép biện chứng duy vật c. Ba quy luật: - Quy luật Lượng – Chất. - Quy luật thống nhất và đấu tranh của các mặt đối lập	G1.3 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần III chương 2.	A1.1, A1.2, A3.1
10/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo) III. Lý luận nhận thức 1. Các nguyên tắc của lý luận nhận thức duy vật biện chứng 2. Nguồn gốc, bản chất của nhận thức 3. Thực tiễn và vai trò của thực tiễn đối với nhận thức - Giới thiệu mục 4.5	G1.3 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần I chương 3.	A1.1, A1.2, A3.1
11/3 tiết	Chương 3 CHỦ NGHĨA DUY VẬT LỊCH SỬ I. Học thuyết hình thái kinh tế - xã hội 1. Sản xuất vật chất là cơ sở của sự tồn tại và phát triển xã hội	G1.4 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình.	A1.1, A1.2, A3.1

	2. Biện chứng giữa lực lượng sản xuất và quan hệ sản xuất		- Đọc trước mục 3.4 phần I chương 3.	
12/3 tiết	Chương 3 CHỦ NGHĨA DUY VẬT LỊCH SỬ I. Học thuyết hình thái kinh tế - xã hội 3. Biện chứng giữa cơ sở hạ tầng và kiến trúc thượng tầng của xã hội 4. Sự phát triển các hình thái kinh tế - xã hội là một quá trình lịch sử - tự nhiên	G1.4 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần II và phần III chương 3.	A1.1, A1.2, A1.3, A3.1
13/3 tiết	Chương 3 CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo) -Giới thiệu các khái niệm II. Giai cấp và dân tộc 1. Vấn đề giai cấp và đấu tranh giai cấp 2. Dân tộc 3. Mối quan hệ giai cấp - dân tộc - nhân loại III. Nhà nước và cách mạng xã hội 1. Nhà nước	G1.4 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần IV chương 3.	A1.1, A1.2, A1.3, A3.1
14/3 tiết	Chương 3 CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo) IV. Ý thức xã hội 1. Khái niệm tồn tại xã hội và các yếu tố cơ bản của tồn tại xã hội 2. Ý thức xã hội và kết cấu của ý thức xã hội	G1.4 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần V chương 3.	A1.1, A1.2, A1.3, A3.1
15/3 tiết	Chương 3 CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo) V. Triết học về con người 1. Khái niệm con người và bản chất con người - Giới thiệu mục 2.3.4 - Ôn tập thi cuối kỳ	G1.4 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng - Ôn tập thi cuối kỳ Hoạt động học: - Thuyết trình, thảo luận nhóm - Nghe giảng, ôn tập	A1.1, A1.2, A1.3, A3.1

(1): Thông tin về tuần/buổi học.

(2): Liệt kê nội dung giảng dạy theo chương, mục

(3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu

(nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

Thực hành

Tuần/Buổi học (1)	Nội dung (2)	CĐR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
...	Bài thực hành 1: ...	Gx.x ...	Dạy: ... Học ở lớp: ... Học ở nhà: ...	Ax.x ...

(1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung thực hành theo bài thực hành

(3): Liệt kê CĐR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

8. Quy định của môn học

(Các quy định của môn học (nếu có), thí dụ: sinh viên không nộp bài tập và các báo cáo đúng hạn, được coi như không nộp bài; sinh viên vắng 2 buổi thực hành trở lên, không được phép dự thi cuối kỳ ...)

- Quy định về Bài thuyết trình nhóm:

- Thành lập nhóm: Số lượng sinh viên tùy vào sĩ số lớp, do giảng viên quy định. Hạn chót đăng ký đề tài nhóm quản lý trên forum là buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- Các nhóm thuyết trình theo thứ tự được phân công. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan khi thuyết trình.
- Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định thì sẽ bị điểm 0 chuyên cần.

9. Phụ trách môn học

- Khoa/Bộ môn: Bộ môn Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính

- Địa chỉ và email liên hệ: daotao.spas@vnuhcm.edu.vn

KT. Trưởng Bộ môn
Phó trưởng Bộ môn



TS. Mạch Thị Khánh Trinh

Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023

KT. TRƯỞNG KHOA
PHÓ TRƯỞNG KHOA



TS. Nguyễn Đình Quốc Cường

ĐỀ CƯƠNG CHI TIẾT MÔN HỌC

(Dành cho Trường Đại học Quốc tế, ĐHQG-HCM)

1. Thông tin tổng quát

- Tên môn học:

+ Tiếng Việt

+ Tiếng Anh

Kinh tế chính trị Mác - Lênin

Political economics of Marxism and Leninism

- Mã số môn học:

PE016IU

- Thuộc khối kiến thức/kỹ năng:

☒ Kiến thức cơ bản/giáo dục đại cương

☐ Kiến thức cơ sở ngành

☐ Kiến thức chuyên ngành

☐ Kiến thức khác

☐ Môn học chuyên về kỹ năng chung

☐ Môn học đồ án/luận văn tốt nghiệp

- Số tín chỉ:

02

+ Lý thuyết

21 (trên lớp)

+ Thực hành (thuyết trình)

09 (trên lớp)

60 (về nhà)

- Môn học tiên quyết:

- Môn học trước:

Triết học Mác – Lênin

- Môn học song hành:

2. Mô tả môn học

Môn học này cung cấp cho sinh viên những phân tích của Các Mác về phương thức sản xuất tư bản chủ nghĩa và chỉ ra giới hạn phát triển của phương thức sản xuất này. V.I.Lênin bổ sung học thuyết kinh tế chính trị của Mác trong tình hình mới – giai đoạn chủ nghĩa tư bản độc quyền thống trị. Dựa vào nội dung cơ bản của kinh tế chính trị Mác – Lênin, sinh viên được tìm hiểu về mô hình kinh tế tổng quát của Việt Nam trong thời kỳ quá độ - Kinh tế thị trường định hướng xã hội chủ nghĩa. Bên cạnh đó, môn học này cũng cung cấp cho sinh viên về tính tất yếu phải công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế trong bối cảnh CMCN lần thứ 4 và toàn cầu hóa diễn ra mạnh mẽ.

3. Tài liệu học tập



3.1. Giáo trình

- [1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Kinh tế chính trị Mác – Lênin*, (dùng cho khối không chuyên ngành lý luận chính trị) Nxb. Chính trị quốc gia, Hà Nội.
- [2] Bộ Giáo dục và Đào tạo (2012), *Giáo trình Những Nguyên lý cơ bản của chủ nghĩa Mác – Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

3.2. Tài liệu khác

- [3] Các Mác, *Tư bản*, NXB Chính trị quốc gia Sự thật, Hà Nội, 2018
- [4] Klaus Schwab (2018), *Cách mạng công nghiệp lần thứ tư*, NXB Thế giới.
- [5] V.I.Lênin, Toàn tập – tập 27, NXB Chính trị Quốc gia Sự thật, 2005

3.3. Phần mềm: N/A

4. Mục tiêu môn học

(các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TĐNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CĐR của môn học tương ứng CTĐT (3)	TĐNL tương ứng CTĐT (4)
G1	4.1 Về kiến thức Sinh viên hiểu được sự vận động và phát triển của phương thức sản xuất tư bản chủ nghĩa và giới hạn của nó theo phân tích của Mác – Lênin. Sinh viên cũng được hiểu rõ về mô hình kinh tế của Việt Nam thời kỳ quá độ lên chủ nghĩa xã hội đó là kinh tế thị trường định hướng xã hội chủ nghĩa. Ngoài ra, sinh viên cũng hiểu rõ về công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế của Việt Nam.		3.5
G2	4.2. Về kỹ năng Sinh viên vận dụng những kiến thức đã học có thể nhận định, phân tích và đánh giá các vấn đề kinh tế chính trị trong nước và quốc tế. Vận dụng kiến thức kinh tế chính trị Mác – Lênin để		3.0

	đánh giá chủ nghĩa tư bản đương đại cũng như phân tích, đánh giá được mô hình kinh tế của Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội. Ngoài ra, sinh viên còn vận dụng kiến thức kinh tế chính trị để phân tích quá trình công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế của Việt Nam.		
G3	4.3. Về thái độ/năng lực tự chủ và trách nhiệm Vận dụng kiến thức kinh tế chính trị Mác – Lênin để có thái độ tích cực trong việc góp phần vào xây dựng và bảo vệ con đường chủ nghĩa xã hội của Việt Nam. Đấu tranh bác bỏ những luận điệu xuyên tạc, chống phá Chủ nghĩa Mác – Lênin và sự lãnh đạo của Đảng Cộng sản Việt Nam.		4.0

(1): Ký hiệu mục tiêu của môn học. (2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

5. Chuẩn đầu ra môn học

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	G1.1.1. Hiểu rõ lịch sử của kinh tế chính trị và kinh tế chính trị Mác – Lênin.	I, T
	G1.1.2 Hiểu rõ về mục tiêu, phương pháp và chức năng của KTCT Mác - Lênin	I.T
G1.2	G1.2.1. Hiểu rõ hai thuộc tính của hàng hóa và cấu trúc của giá trị hàng hóa	I.T.U
	G1.2.2. Hiểu về mặt chất và mặt lượng của giá trị hàng hóa và các nhân tố ảnh hưởng đến mặt lượng giá trị hàng hóa	I, T
	G1.2.3. Hiểu rõ mối quan hệ giữa giá trị hàng hóa và tiền tệ	I, T, U
	G1.2.4. Hiểu về thị trường và các quy luật cơ bản của kinh tế thị trường	I, T, U

G1.3	G1.3.1. Hiểu rõ được công thức chung của tư bản và mâu thuẫn của nó	I, T
	G1.3.2. Hiểu rõ được nguồn gốc của giá trị thặng dư TBCN	I, T
	G1.3.3. Hiểu rõ hàng hóa sức lao động và tính chất đặc biệt của nó	I, T
	G1.3.4. Hiểu được bản chất và các hình thức của tiền công	I, T, U
	G1.3.5. Hiểu được các phương pháp sản xuất giá trị thặng dư TBCN	I, T
	G1.3.6. Hiểu rõ ý nghĩa của tuần hoàn và chu chuyển tư bản	I, T
	G1.3.7. Hiểu được mục đích của tích lũy tư bản	I, T, U
	G1.3.8. Hiểu rõ các hình thức biểu hiện của giá trị thặng dư TBCN là mối quan hệ của chúng	I, T
G1.4	G1.4.1. Hiểu rõ hai giai đoạn phát triển của CNTB	I, T
	G1.4.2. Hiểu được nguyên nhân hình thành CNTB độc quyền	I, T
	G1.4.3. Hiểu được 5 đặc điểm của CNTB độc quyền theo phân tích của V.I. Lênin	I, T
	G1.4.4. Hiểu được những nguyên nhân hình thành và đặc điểm của chủ nghĩa tư bản độc quyền nhà nước.	I, T
G1.5	G1.5.1. Hiểu rõ về mô hình kinh tế thị trường định hướng XHCN và các đặc trưng của nó	I, T
	G1.5.2. Hiểu rõ về vai trò của thể chế kinh tế thị trường định hướng XHCN và tại sao cần phải hoàn thiện nó	I, T
	G1.5.3. Hiểu rõ vai trò của lợi ích kinh tế và các quan hệ lợi ích kinh tế trong nền kinh tế thị trường.	I, T
G1.6	G1.6.1. Hiểu rõ lý do tại sao một quốc gia cần phải tiến hành CNH và các quốc gia CNH thành công tiêu biểu	I, T
	G1.6.2. Hiểu rõ lịch sử và đặc trưng của các cuộc CMCN và mối liên hệ giữa CMCN với CNH	I, T, U
	G1.6.3. Hiểu rõ quá trình CNH, HĐH của Việt Nam	I, T
	G1.6.4. Hiểu được tính tất yếu của Việt Nam phải hội nhập kinh tế quốc tế trong bối cảnh toàn cầu hóa	I, T
	G2.1. Vận dụng phương pháp trừu tượng hóa khoa học để phân tích các vấn đề kinh tế chính trị	U
	G2.2. Vận dụng kiến thức kinh tế chính trị Mác -	

G2	Lênin để đánh giá chủ nghĩa tư bản hiện nay và sự lựa chọn con đường tiến lên CNXH của Việt Nam	U
	G2.3. Vận dụng kiến thức về kinh tế thị trường định hướng XHCN để hiểu rõ con đường đi lên CNXH của Việt Nam từ đó đấu tranh chống lại các thế lực chống phá chủ nghĩa Mác - Lênin	U
	G2.4. Vận dụng kiến thức về CNH, HĐH và hội nhập kinh tế quốc tế để phân tích chiến lược phát triển của Việt Nam trong bối cảnh CMCN 4.0 và toàn cầu hóa diễn ra ngày càng sâu rộng	U
G3	G3.1. Vận dụng kiến thức kinh tế chính trị Mác - Lênin, đóng góp vào công cuộc xây dựng chủ nghĩa xã hội	U
	G3.2. Vận dụng kiến thức kinh tế chính trị Mác - Lênin đấu tranh chống lại các luận điệu xuyên tạc chủ nghĩa Mác - Lênin và con đường đi lên CNXH của Việt Nam	U

(1): Ký hiệu CDR của môn học

(2): Mô tả CDR, bao gồm các động từ chủ động, các chủ đề CDR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

6. Đánh giá môn học

(các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CDR của môn học)

Thành phần đánh giá (1)	Bài đánh giá (2)	CDR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1- G1.6; G2.1 - G2.4; G3.1- G3.2	30%
A2. Đánh giá giữa kỳ	Kiểm tra tự luận: 60 phút (A2.1)	G1.1, G1.2, G1.3	20%
A3. Đánh giá cuối kỳ	Tự luận sinh viên được sử dụng tài liệu khi làm bài thi: 60 phút (A3.1)	G1.1 - G1.6; G2.1-G2.4	50%

(1): Các thành phần đánh giá của môn học. (2): Các bài đánh giá

(3): Các CDR được đánh giá. (4): Tiêu chí đánh giá. (5): Chuẩn đánh giá

(6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

7. Kế hoạch giảng dạy chi tiết

Tuần/Buổi học (1)	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
1/4 tiết	Giới thiệu về môn học Chương 1 ĐỐI TƯỢNG, PHƯƠNG PHÁP NGHIÊN CỨU VÀ CHỨC NĂNG CỦA KINH TẾ CHÍNH TRỊ MÁC – LÊNIN I. Khái quát về sự hình thành và phát triển của kinh tế chính trị Mác – Lênin. II. Đối tượng, mục đích và phương pháp nghiên cứu của kinh tế chính trị Mác – Lênin III. Chức năng của kinh tế chính trị Mác – Lênin Chương 2 HÀNG HÓA, THỊ TRƯỜNG VÀ VAI TRÒ CỦA CÁC CHỦ THỂ THAM GIA THỊ TRƯỜNG I. Lý luận của C. Mác về sản xuất hàng hóa và hàng hóa 1. Sản xuất hàng hóa 2. Hàng hóa - <i>Khái niệm và thuộc tính của hàng hóa.</i> - <i>Tính hai mặt của lao động sản xuất hàng hóa.</i> - <i>Lượng giá trị và các nhân tố ảnh hưởng đến lượng giá trị của hàng hóa.</i>	G.1.1 G.1.2	Hoạt động dạy: - Giới thiệu về môn học, cơ cấu điểm, cách thức giảng dạy và học tập môn Kinh tế chính trị Mác – Lênin - Giới thiệu nội dung đề tài thuyết trình nhóm GHW) - Trình chiếu, thuyết giảng chương 1,2 và giải đáp thắc mắc. Hoạt động học: - Chia nhóm - Giới thiệu nhóm học tập - Nghe giảng, phát biểu, nêu thắc mắc - Đọc trước chương 2 và chương 3	A1.1 A1.2 A2.1 A3.1
	Chương 2 HÀNG HÓA, THỊ TRƯỜNG VÀ VAI TRÒ CỦA CÁC CHỦ THỂ THAM GIA THỊ TRƯỜNG (tiếp theo)		Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc	A1.1 A1.2

2/4 tiết	3. Tiền tệ 4. Dịch vụ và quan hệ trao đổi trong trường hợp một số yếu tố khác hàng hóa thông thường ở điều kiện ngày nay II. Thị trường và nền kinh tế thị trường. 1. Khái niệm, phân loại và vai trò của thị trường. 2. Nền kinh tế thị trường và một số quy luật chủ yếu của nền kinh tế thị trường - <i>Nền kinh tế thị trường.</i> - <i>Một số quy luật kinh tế chủ yếu của nền kinh tế thị trường.</i> III. Vai trò của một số chủ thể tham gia thị trường. 1. Người sản xuất 2. Người tiêu dùng 3. Các chủ thể trung gian trong thị trường. 4. Nhà nước.	G.1.2 G.2.1	mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW - Đọc trước chương 3.	A1.3 A2.1 A3.1
3/4 tiết	Chương 3 GIÁ TRỊ THẶNG DƯ TRONG NỀN KINH TẾ THỊ TRƯỜNG I. Lý luận của Các Mác về giá trị thặng dư 1. Nguồn gốc của giá trị thặng dư. - <i>Công thức chung của tư bản</i> - <i>Hàng hóa sức lao động</i> - <i>Sự sản xuất giá trị thặng dư</i> - <i>Tư bản bất biến và tư bản khả biến</i> - <i>Tiền công</i> - <i>Tuần hoàn và chu chuyển tư bản</i> 2. Bản chất của giá trị thặng dư 3. Các phương pháp sản xuất giá trị thặng dư	G.1.3 G.2.2 G.3.1 G.3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW	A1.1 A1.2 A1.3 A2.1 A3.1

			- Đọc trước chương 4.	
4/4 tiết	Chương 3 GIÁ TRỊ THẶNG DƯ TRONG NỀN KINH TẾ THỊ TRƯỜNG (tiếp theo) II. Tích lũy tư bản 1. Bản chất của tích lũy tư bản. 2. Những nhân tố ảnh hưởng đến quy mô tích lũy. 3. Một số hệ quả của tích lũy tư bản. III. Các hình thức biểu hiện của giá trị thặng dư trong nền kinh tế thị trường. 1. Lợi nhuận 2. Lợi tức. 3. Địa tô TBCN	G.1.3 G.2.2 G.3.1 G.3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW - Đọc trước chương 4.	A1.1 A1.2 A1.3 A2.1 A3.1
5/4 tiết	Chương 4 CẠNH TRANH VÀ ĐỘC QUYỀN TRONG NỀN KINH TẾ THỊ TRƯỜNG (tiếp theo) 1. Lý luận của V.I. Lê nin về đặc điểm kinh tế của độc quyền (tt). - <i>Xuất khẩu tư bản trở thành phổ biến</i> - <i>Cạnh tranh để phân chia thị trường thế giới là tất yếu giữa các tập đoàn độc quyền.</i> - <i>Lôi kéo, thúc đẩy các chính phủ vào việc phân định khu vực lãnh thổ ảnh hưởng là cách thức để bảo vệ lợi ích độc quyền.</i> 2. Lý luận của V.I. Lênin về đặc điểm kinh tế của độc quyền nhà nước trong CNTB	G.1.4 G.2.2 G.3.1 G.3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW - Đọc trước chương 5.	A1.1 A1.2 A1.3 A3.1

	- Sự kết hợp nhân sự giữa tổ chức độc quyền và nhà nước. - Sự hình thành, phát triển sở hữu nhà nước. - Độc quyền nhà nước trở thành công cụ để nhà nước điều tiết nền kinh tế. III. Biểu hiện mới của độc quyền, độc quyền nhà nước trong điều kiện ngày nay; vai trò lịch sử của CNTB. 1. Biểu hiện mới của độc quyền 2. Biểu hiện mới của độc quyền nhà nước dưới CNTB 3. Vai trò lịch sử của CNTB			
6/4 tiết	Chương 5 KINH TẾ THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA VÀ CÁC QUAN HỆ LỢI ÍCH KINH TẾ Ở VIỆT NAM I. Kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam 1. Khái niệm về kinh tế thị trường định hướng XHCN ở Việt Nam. 2. Tính tất yếu khách quan của việc phát triển kinh tế thị trường định hướng XHCN ở Việt Nam. 3. Đặc trưng của kinh tế thị trường định hướng XHCN ở Việt Nam. II. Hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở Việt Nam 1. Sự cần thiết phải hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở Việt Nam. 2. Nội dung hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở	G.1.5 G.2.3 G.3.1 G.3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW - Đọc trước chương 6.	A1.1 A1.2 A1.3 A3.1



	Việt Nam. III. Các quan hệ lợi ích kinh tế ở Việt Nam. 1. Lợi ích kinh tế và quan hệ lợi ích kinh tế. <i>- Lợi ích kinh tế</i>			
7/4 tiết	Chương 5 KINH TẾ THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA VÀ CÁC QUAN HỆ LỢI ÍCH KINH TẾ Ở VIỆT NAM (tiếp theo) 1. Lợi ích kinh tế và quan hệ lợi ích kinh tế (tt). <i>- Quan hệ lợi ích kinh tế.</i> 2. Vai trò của nhà nước trong đảm bảo hài hòa các quan hệ lợi ích. <i>- Bảo vệ lợi ích hợp pháp, tạo môi trường thuận lợi cho hoạt động tìm kiếm lợi ích của các chủ thể kinh tế.</i> <i>- Điều hòa lợi ích giữa cá nhân – doanh nghiệp – xã hội.</i> <i>- Kiểm soát, ngăn ngừa các quan hệ lợi ích có ảnh hưởng tiêu cực đối với sự phát triển của xã hội.</i> Chương 6 CÔNG NGHIỆP HÓA, HIỆN ĐẠI HÓA VÀ HỘI NHẬP KINH TẾ QUỐC TẾ CỦA VIỆT NAM I. Công nghiệp hóa, hiện đại hóa của Việt Nam. 1. Khái quát về cách mạng công nghiệp và công nghiệp hóa. <i>- Khái quát về cách mạng công nghiệp</i> <i>- Công nghiệp hóa và các mô hình công nghiệp hóa trên thế giới</i>	G.1.5 G.1.6 G.2.3 G.2.4 G.3.1 G.3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW - Đọc trước chương 6.	A1.1 A1.2 A1.3 A3.1
	Chương 6		Hoạt động dạy:	

8/2 tiết	CÔNG NGHIỆP HÓA, HIỆN ĐẠI HÓA VÀ HỘI NHẬP KINH TẾ QUỐC TẾ CỦA VIỆT NAM (tiếp theo) 2. Tính tất yếu khách quan và nội dung công nghiệp hóa, hiện đại hóa ở Việt Nam. - <i>Tính tất yếu của công nghiệp hóa, hiện đại hóa ở Việt Nam.</i> - <i>Nội dung CNH, HĐH ở Việt Nam</i> II. Hội nhập kinh tế quốc tế của Việt Nam 1. Khái niệm và nội dung hội nhập kinh tế quốc tế. 2. Tác động của hội nhập kinh tế quốc tế đến quá trình phát triển của Việt Nam 3. Phương hướng nâng cao hiệu quả hội nhập kinh tế quốc tế trong phát triển của Việt Nam Ôn tập thi cuối kì	G.1.6 G.2.4 G.3.1 G.3.2	- Trình chiếu, thuyết giảng, tổng kết nội dung thuyết trình nhóm. - Giải đáp thắc mắc cho sinh viên - Công bố điểm quá trình. Hoạt động học: - Nghe giảng - Phát biểu, thảo luận - Nêu thắc mắc về môn học.	A1.1 A1.2 A1.3 A3.1

(1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung giảng dạy theo chương, mục

(3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

8. Quy định của môn học

- Quy định về Bài thuyết trình nhóm GHW:

+ Thành lập nhóm: 5 sinh viên/nhóm. Hạn chót đăng ký đề tài nhóm Quản lý trên forum là buổi 1 hoặc trực tiếp nộp cho GV.

+ Tuần 2 (buổi thứ 2) thuyết trình theo thứ tự. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến GHW khi đi thuyết trình.

+ Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị cấm thi theo quy chế. Có đầy đủ điểm kiểm tra, điểm thi kết thúc học phần & nhiệt tình thảo luận, phát biểu xây dựng bài, nghiêm túc trong giờ học.



9. Phụ trách môn học

- Khoa/Bộ môn: Bộ môn Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính
- Email liên hệ: daotao.spas@vnuhcm.edu.vn.

KT. Trưởng Bộ môn
Phó trưởng Bộ môn



Lê Văn Thông

TP. Hồ Chí Minh, ngày 01 tháng 10 năm 2023

KT. TRƯỞNG KHOA
PHÓ TRƯỞNG KHOA



TS. Nguyễn Đình Quốc Cường

ĐẠI HỌC QUỐC GIA TP. HỒ CHÍ MINH
KHOA CHÍNH TRỊ - HÀNH CHÍNH

ĐỀ CƯƠNG CHI TIẾT MÔN HỌC
(dành cho trường Đại học Quốc Tế)

1. Thông tin tổng quát

Tên môn học:

Tiếng Việt

Tiếng Anh

- Mã số môn học:

Thuộc khối kiến thức/kỹ năng:

☒ Kiến thức cơ bản/giáo dục đại cương

☐ Kiến thức chuyên ngành

☐ Môn học chuyên về kỹ năng chung

- Số tín chỉ:

Lý thuyết

Thực hành

- Môn học tiên quyết:

- Môn học trước:

- Môn học song hành:

Chủ nghĩa xã hội khoa học

Scientific socialism

PA21GEP03

☐ Kiến thức cơ sở ngành

☐ Kiến thức khác

☐ Môn học đồ án/luận văn tốt nghiệp

2 (30 tiết)

30 tiết

Triết học Mác – Lênin

2. Mô tả môn học

(Vị trí của môn học đối với chương trình đào tạo (CTĐT), những mục đích và nội dung chính yếu của môn học)

Môn học thuộc phần kiến thức giáo dục đại cương trong khối kiến thức cơ bản về lý luận chính trị.

Trang bị cho sinh viên những kiến thức cơ bản về chủ nghĩa xã hội khoa học: Đối tượng, phương pháp nghiên cứu, ý nghĩa của việc nghiên cứu chủ nghĩa xã hội khoa học; về sứ mệnh lịch sử của giai cấp công nhân; về chủ nghĩa xã hội và thời kỳ quá độ lên chủ nghĩa xã hội; về dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa; về cơ cấu xã hội - giai cấp và liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội; về vấn đề dân tộc và tôn giáo trong thời kỳ quá độ lên chủ nghĩa xã hội.

Môn học có mối quan hệ trực tiếp tới việc giáo dục lập trường, tư tưởng cho sinh viên, cũng như cung cấp kiến thức chuyên sâu cho sinh viên trong cách nhìn nhận các vấn đề chính trị xã hội.

3. Tài liệu học tập

(Các giáo trình, tài liệu tham khảo, các phần mềm, không quá 5 cuốn)

Giáo trình:

- Bộ Giáo dục và Đào tạo (2021), *Giáo trình Chủ nghĩa xã hội khoa học*, (dùng cho



khối không chuyên ngành lý luận chính trị) Nxb. Chính trị quốc gia, Hà Nội.

- Bộ Giáo dục và Đào tạo (2012), *Giáo trình Những Nguyên lý cơ bản của chủ nghĩa Mác – Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

- Hội đồng Trung ương (2008), *Giáo trình Chủ nghĩa xã hội khoa học*, Nxb. Chính trị quốc gia, Hà Nội.

Tài liệu khác:

[1] Tên tác giả (năm xuất bản), *Tên giáo trình*. Nơi xuất bản: Tên nhà xuất bản

Phần mềm:

[..] Tên hãng phần mềm (năm phát hành/phiên bản). *Tên phần mềm...*

4. Mục tiêu môn học

(Các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TĐNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)
G1	Về kiến thức - Sinh viên hiểu một cách có hệ thống những nội dung cơ bản của học phần chủ nghĩa xã hội khoa học. Cùng các môn lý luận chính trị và các môn học khác giúp sinh viên có nhận thức tổng hợp, toàn diện về chủ nghĩa Mác-Lênin, tư tưởng Hồ Chí Minh và con đường đi lên CNXH ở Việt Nam. - Sinh viên hiểu những tri thức khoa học để luận giải sự ra đời tất yếu của chủ nghĩa xã hội, những nhiệm vụ, giải pháp cần thực hiện trong quá trình xây dựng chủ nghĩa xã hội nói chung và ở Việt Nam nói riêng. - Sinh viên hiểu những căn cứ khoa học để chống lại những nhận thức sai lệch và sự chống phá của các thế lực thù địch.	
G2	Về kỹ năng Sinh viên phân tích, đánh giá, giải quyết các vấn đề chính trị - xã hội nảy sinh trong thực tiễn. Và vận dụng quan điểm khoa học của chủ nghĩa Mác - Lênin để nhận diện được âm mưu diễn biến hòa bình của các thế lực phản động, thù địch.	
G3	Về thái độ/năng lực tự chủ và trách nhiệm Sinh viên đánh giá được sự cần thiết của việc học tập các môn lý luận chính trị; có niềm tin vào mục tiêu, lý tưởng xã hội chủ nghĩa và con đường đi lên chủ nghĩa xã hội; tin tưởng vào sự thành công của công cuộc đổi mới do Đảng Cộng sản Việt Nam khởi xướng và lãnh đạo.	

(1): Ký hiệu mục tiêu của môn học. (2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

5. Chuẩn đầu ra môn học

(Các mục cụ thể hay CDR của môn học và mức độ giảng dạy I, T, U)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (I, T, U) (3)
G1.1	Sinh viên hiểu những kiến thức cơ bản, hệ thống về sự ra đời, các giai đoạn phát triển; đối tượng, phương pháp nghiên cứu và ý nghĩa của việc học tập, nghiên cứu chủ nghĩa xã hội khoa học. Trên cơ sở đó tạo điều kiện để sinh viên nghiên cứu các phạm trù tiếp theo của chủ nghĩa xã hội khoa học.	I, T
G1.2	Sinh viên hiểu những nội dung cơ bản của lý luận về sứ mệnh lịch sử toàn thể giới của giai cấp công nhân, biểu hiện và ý nghĩa của sứ mệnh đó trong bối cảnh hiện nay.	I, T
G1.3	Sinh viên hiểu những kiến thức cơ bản và hệ thống quan điểm của chủ nghĩa Mác - Lênin về hình thái kinh tế - xã hội cộng sản chủ nghĩa, về chủ nghĩa xã hội, thời kỳ quá độ lên chủ nghĩa xã hội và quá độ lên chủ nghĩa xã hội bỏ qua chế độ tư bản chủ nghĩa ở Việt Nam.	T, U
G1.4	Sinh viên hiểu đầy đủ và đúng bản chất của nền dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa, quan điểm của Đảng Cộng sản Việt Nam về việc xây dựng và hoàn thiện nền dân chủ và nhà nước xã hội chủ ở Việt Nam hiện nay.	T, U
G1.5	Sinh viên hiểu những kiến thức nền tảng về cơ cấu xã hội - giai cấp và liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội. Giúp sinh viên hiểu rõ vị trí, vai trò của những giai cấp, tầng lớp cơ bản trong quá trình xây dựng đất nước và nội dung của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam.	T, U
G1.6	Sinh viên hiểu quan điểm cơ bản chủ nghĩa Mác-Lênin về vấn đề dân tộc, tôn giáo. Sinh viên nắm được những nội dung cơ bản của chính sách dân tộc, tôn giáo của Đảng và Nhà nước ta.	T, U
G1.7	Sinh viên hiểu những quan điểm cơ bản của chủ nghĩa Mác - Lênin, tư tưởng Hồ Chí Minh và Đảng Cộng sản Việt Nam về gia đình, xây dựng gia đình trong thời kỳ quá độ lên chủ nghĩa xã hội, xây dựng gia đình ở Việt Nam hiện nay.	T, U
G2.1	Sinh viên phân tích lý luận – thực tiễn về các vấn đề đặt ra trong cuộc sống một cách đúng đắn và nhận diện những biến đổi xã hội ở nước ta	U

CĐR (1)	Mô tả CĐR (2)	Mức độ giảng dạy (I, T, U) (3)
	trong thời kỳ quá độ lên chủ nghĩa xã hội.	
G2.2	Sinh viên vận dụng những nội dung trong bài học để phân tích, giải thích những vấn đề trong thực tiễn một cách khách quan, có cơ sở khoa học.	U
G2.3	Sinh viên vận dụng kiến thức môn học để làm việc nhóm, quản lý nhóm	U
G3.1	Xây dựng và củng cố niềm tin vào lý tưởng cộng sản chủ nghĩa, vào con đường đi lên chủ nghĩa xã hội, góp phần xây dựng thành công chủ nghĩa xã hội ở Việt Nam.	T, U
G3.2	Có ý thức chính trị - xã hội, thái độ kiên định về lập trường, tư tưởng, có tinh thần đấu tranh bảo vệ lẽ phải, bảo vệ những quan điểm, chủ trương, chính sách đúng đắn của Đảng và Nhà nước; chống lại biểu hiện thờ ơ về chính trị và những quan điểm sai trái, thù địch cũng như những biểu hiện tiêu cực trong đời sống xã hội.	U
G3.3	Có năng lực dạy học, tự nghiên cứu các vấn đề liên quan đến chủ nghĩa Mác- Lênin, tư tưởng Hồ Chí Minh, đường lối, sách lược của Đảng, Nhà nước.	U

(1): Ký hiệu CĐR của môn học

(2): Mô tả CĐR, bao gồm các động từ chủ động, các chủ đề CĐR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

6.Đánh giá môn học

(Các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CĐR của môn học)

Thành phần đánh giá (1)	Bài đánh giá (2)	CĐR môn học (3)	Tỷ lệ % (6)
A1. Đánh giá quá trình	A1.1. Chuyên cần A1.2. Thuyết trình nhóm, bài tập lớn, thu hoạch...	G1.1 - G1.7, G2.1 - G2.3, G3.1- G3.3	30%
A2. Đánh giá giữa kỳ (Quiz)	A2.1. Trắc nghiệm (đề đóng) hoặc tự luận (được tham khảo tài liệu) thời gian làm bài 45 phút	G1.1 - G1.3, G2.1 - G2.3, G3.1- G3.3	20%
A3. Đánh giá cuối kỳ (FEX)	A3.1. Thi đề chung. Đề thi bao quát toàn bộ nội dung môn học bằng hình thức tự luận (đề mở). Thời gian 60 phút.	G1.1 - G1.7, G2.1 - G2.3, G3.1- G3.3	50%

(1): các thành phần đánh giá của môn học. (2): các bài đánh giá
 (3): các CĐR được đánh giá. (4): tiêu chí đánh giá. (5): chuẩn đánh giá
 (6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

6. Kế hoạch giảng dạy chi tiết

Tuần/Buổi học (1)	Nội dung (2)	Hoạt động dạy và học (3)	CĐRMH (4)
1/ 2 tiết	Giới thiệu về môn học Chương 1: NHẬP MÔN CHỦ NGHĨA XÃ HỘI KHOA HỌC 1. SỰ RA ĐỜI CỦA CHỦ NGHĨA XÃ HỘI KHOA HỌC <i>1.1.. Hoàn cảnh lịch sử sự ra đời của chủ nghĩa xã hội khoa học</i> <i>1.2. Vai trò của C. Mác và Ăngghen</i>	Dạy: - Thông báo quy định giảng dạy, học tập. - Công bố quy định kiểm tra, đánh giá môn học - Giới thiệu nội dung môn học - Giới thiệu nội dung đề tài thuyết trình nhóm, chia nhóm Học ngoài lớp: - Đọc trước tài liệu chương 1. Dạy: thuyết giảng Học ở lớp: Thảo luận và phát biểu trên lớp.	G1.1 G2.1 G2.2 G3.1 G3.1 G3.3
2/2 tiết	Chương 1: NHẬP MÔN CHỦ NGHĨA XÃ HỘI KHOA HỌC 2. CÁC GIAI ĐOẠN PHÁT TRIỂN CƠ BẢN CỦA CHỦ NGHĨA XÃ HỘI KHOA HỌC <i>2.1. C.Mác và Ph.Ăngghen phát triển chủ nghĩa xã hội khoa học</i> <i>2.2. V.I.Lênin vận dụng và phát triển chủ nghĩa xã hội khoa học trong điều kiện mới</i> <i>2.3. Sự vận dụng và phát triển sáng tạo chủ nghĩa xã hội khoa học từ sau khi Lênin qua đời đến nay</i> 3. ĐỐI TƯỢNG, PHƯƠNG PHÁP VÀ Ý NGHĨA CỦA VIỆC NGHIÊN CỨU CHỦ NGHĨA XÃ HỘI KHOA HỌC <i>3.1. Đối tượng nghiên cứu của chủ nghĩa xã hội khoa học</i>	Dạy: thuyết giảng phần 1; 2.1. Hướng dẫn tự đọc phần còn lại. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: - Phác thảo nội dung thuyết trình nhóm GHW - Đọc trước tài liệu chương 2.	G1.1 G2.1 G2.2 G3.1 G3.1 G3.3



	3.2. Phương pháp nghiên cứu của chủ nghĩa xã hội khoa học 3.3. Ý nghĩa của việc nghiên cứu chủ nghĩa xã hội khoa học		
3/ 2 tiết	Chương 2 SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN 1. Quan điểm cơ bản của chủ nghĩa Mác - Lênin về giai cấp công nhân và sứ mệnh lịch sử thế giới của giai cấp công nhân 1.1. Khái niệm và đặc điểm của giai cấp công nhân 1.2. Nội dung và đặc điểm sứ mệnh lịch sử của giai cấp công nhân 1.3. Những điều kiện quy định sứ mệnh lịch sử của giai cấp công nhân. 2. Giai cấp công nhân và việc thực hiện sứ mệnh lịch sử của giai cấp công nhân hiện nay 2.1. Giai cấp công nhân hiện nay 2.2. Thực hiện sứ mệnh lịch sử của giai cấp công nhân trên thế giới hiện nay	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: - Đọc trước tài liệu mục 3, chương 2	G1.2 G2.1 G2.2 G3.1 G3.1 G3.3
4/ 2 tiết	Chương 2: SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN (tiếp theo) 3. SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN VIỆT NAM 3.1. Đặc điểm của giai cấp công nhân Việt Nam 3.2. Nội dung sứ mệnh lịch sử của giai cấp công nhân Việt Nam hiện nay 3.3. Phương hướng và một số giải pháp chủ yếu để xây dựng giai cấp công nhân Việt Nam hiện nay	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: - Đọc trước tài liệu chương 3	G1.2 G2.1 G2.2 G3.1 G3.1 G3.3
5/ 2 tiết	Chương 3: CHỦ NGHĨA XÃ HỘI VÀ THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 1. CHỦ NGHĨA XÃ HỘI 1.1. Chủ nghĩa xã hội, giai đoạn đầu của hình thái kinh tế - xã hội công sản chủ	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp:	G1.3 G2.1 G2.2 G3.1 G3.1 G3.3

	nghĩa 1.2. Điều kiện ra đời chủ nghĩa xã hội Những đặt trưng cơ bản của chủ nghĩa xã hội 2. THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 2.1. Tính tất yếu khách quan của thời kỳ quá độ lên chủ nghĩa xã hội 2.2. Đặc điểm của thời kỳ quá độ lên chủ nghĩa xã hội	- Đọc trước tài liệu mục 3, chương 3	
6/ 2 tiết	Chương 3: CHỦ NGHĨA XÃ HỘI VÀ THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo) 3. QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI Ở VIỆT NAM 3.1. Quá độ lên chủ nghĩa xã hội bỏ qua chế độ tư bản chủ nghĩa 3.2. Những đặc trưng cơ bản của chủ nghĩa xã hội và phương hướng xây dựng chủ nghĩa xã hội ở Việt Nam hiện nay	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: - ôn tập, chuẩn bị kiểm tra giữa kỳ	G1.3 G2.1 G2.2 G3.1 G3.1 G3.3
7/ 2 tiết	-Kiểm tra giữa kỳ -Hướng dẫn tự đọc các nội dung của chương 4.5.6	Dạy: Tổ chức kiểm tra giữa kỳ, hướng dẫn tự học Học ở lớp: Làn bài thi Học ngoài lớp: - Đọc trước tài liệu chương 4	G1.1, G1.2, G1.3 G2.1, G2.2, G2.3 G3.1, G3.1, G3.3
8 /2 tiết	Chương 4: DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA 1. DÂN CHỦ VÀ DÂN CHỦ XÃ HỘI CHỦ NGHĨA 1.1. Dân chủ và sự ra đời, phát triển của dân chủ 1.2. Dân chủ xã hội chủ nghĩa 2. NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA 2.1. Sự ra đời, bản chất, chức năng của nhà nước xã hội chủ nghĩa 2.2. Mối quan hệ giữa dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu mục 3, chương 4	G1.4 G2.1 G2.2 G3.1 G3.1 G3.3

9/ 2 tiết	Chương 4: DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA (tiếp theo) 3. DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC PHÁP QUYỀN XÃ HỘI CHỦ NGHĨA Ở VIỆT NAM <i>3.1. Dân chủ xã hội chủ nghĩa ở Việt Nam</i> <i>3.2. Nhà nước pháp quyền xã hội chủ nghĩa ở Việt Nam</i> <i>3.3. Phát huy dân chủ xã hội chủ nghĩa, xây dựng nhà nước pháp quyền xã hội chủ nghĩa ở Việt Nam hiện nay</i>	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu chương 5	G1.4 G2.1 G2.2 G3.1 G3.1 G3.3
10/ 2 tiết	Chương 5: CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 1. CƠ CẤU XÃ HỘI GIAI CẤP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI <i>1.1. Khái niệm và vị trí của cơ cấu xã hội - giai cấp trong cơ cấu xã hội</i> <i>1.2. Sự biến đổi có tính quy luật của cơ cấu xã hội - giai cấp trong thời kỳ quá độ lên chủ nghĩa xã hội</i> 2. LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI <i>2.1. Tính tất yếu của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội</i> <i>2.2. Nội dung của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội</i>	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu mục 3, chương 5	G1.5 G2.1 G2.2 G3.1 G3.1 G3.3
11/ 2 tiết	Chương 5: CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo) 3. CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu	G1.5 G2.1 G2.2 G3.1 G3.1 G3.3

PH
CHÍNH
HƯỚNG

	TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI Ở VIỆT NAM 3.1. Cơ cấu xã hội - giai cấp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam. 3.2. Liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam.	chương 6	
12/ 2 tiết	Chương 6: VẤN ĐỀ DÂN TỘC VÀ TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 1. DÂN TỘC TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 1.1. Chủ nghĩa Mác - Lênin về dân tộc 1.2. Dân tộc và quan hệ dân tộc ở Việt Nam	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu mục 2, 3 chương 6	G1.6 G2.1 G2.2 G3.1 G3.1 G3.3
13/ 2 tiết	Chương 6: VẤN ĐỀ DÂN TỘC VÀ TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo) 2. TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 2.1. Chủ nghĩa Mác - Lênin về tôn giáo. 2.2. Tôn giáo ở Việt Nam và chính sách tôn giáo của Đảng, Nhà nước ta hiện nay 3. QUAN HỆ DÂN TỘC VÀ TÔN GIÁO Ở VIỆT NAM 3.1. Đặc điểm quan hệ dân tộc và tôn giáo ở Việt Nam 3.2. Định hướng giải quyết mối quan hệ dân tộc và tôn giáo ở Việt Nam hiện nay.	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu chương 7	G1.6 G2.1 G2.2 G3.1 G3.1 G3.3
14/ 2 tiết	Chương 7: VẤN ĐỀ GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 1. KHÁI NIỆM, VỊ TRÍ VÀ CHỨC NĂNG CỦA GIA ĐÌNH 1.1. Khái niệm gia đình 1.2. Vị trí của gia đình trong xã hội 1.3. Chức năng cơ bản của gia đình	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu mục 3, chương 7	G1.7 G2.1 G2.2 G3.1 G3.1 G3.3



	2. CƠ SỞ XÂY DỰNG GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 2.1. Cơ sở kinh tế - xã hội 2.2. Cơ sở chính trị - xã hội 2.3. Cơ sở văn hóa		
15/ 2 tiết	Chương 7: VẤN ĐỀ GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo) 3. XÂY DỰNG GIA ĐÌNH VIỆT NAM TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 3.1. Sự biến đổi gia đình Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội 3.2. Phương hướng cơ bản xây dựng và phát triển gia đình Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội. - Ôn tập thi cuối kỳ	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Ôn tập thi cuối kỳ	G1.7 G2.1 G2.2 G3.1 G3.1 G3.3

(Các nội dung giảng dạy theo buổi học, thể hiện sự tương quan với các CDR của môn học, các hoạt động dạy và học (ở lớp, ở nhà) và các bài đánh giá của môn học)

Lý thuyết

- (1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung giảng dạy theo chương, mục
(3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),
(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)
(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

Thực hành

Tuần/Buổi học (1)	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)

- (1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung thực hành theo bài thực hành
(3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),
(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)
(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

7. Quy định của môn học

- Quy định về Bài thuyết trình nhóm GHW:
- + Thành lập nhóm: Số lượng sinh viên tùy tình hình thực tế của lớp, giảng viên quy định. Hạn chót đăng ký đề tài nhóm Quản lý trên forum là Buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- + Các nhóm thuyết trình theo thứ tự, giảng viên quy định. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến GHW khi đi thuyết trình.
- + Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV.
- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học:
- + Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị cấm thi theo quy chế.
- + Có đầy đủ các phần điểm quá trình, điểm kiểm tra giữa kỳ điểm thi kết thúc học phần.
- Khi có các thắc mắc liên quan môn học, sinh viên có thể liên lạc với quản lý Bộ môn Lý luận và khoa học chính trị và Khoa Chính trị - Hành chính qua email: daotao.spas@vnuhcm.edu.vn

8. Phụ trách môn học

- Khoa/Bộ môn: Bộ môn Lý luận và khoa học chính trị - Khoa Chính trị - Hành chính (ĐHQG TP.HCM)
- Địa chỉ và email liên hệ: Tầng 7, nhà Điều hành ĐHQG. Khu phố 1. Phường Linh Trung, TP. Thủ Đức. Đại chỉ mail: daotao.spas@vnuhcm.edu.vn

KT. Trưởng Bộ môn
Phó trưởng Bộ môn (phụ trách)



TS. Mạch Thị Khánh Trinh

Tp. Hồ Chí Minh, ngày 04 tháng 10 năm 2023

KT. TRƯỞNG KHOA
PHÓ TRƯỞNG KHOA




TS. Nguyễn Đình Quốc Cường

ĐỀ CƯƠNG CHI TIẾT MÔN HỌC
(DÀNH CHO TRƯỜNG ĐẠI HỌC QUỐC TẾ, ĐHQG-HCM)

1. THÔNG TIN CHUNG (General information)

- Tên môn học: + Tiếng Việt + Tiếng Anh - Mã số môn học: - Thuộc khối kiến thức/kỹ năng: ☒ Kiến thức cơ bản/giáo dục đại cương ☐ Kiến thức chuyên ngành ☐ Môn học chuyên về kỹ năng chung - Số tín chỉ: + Lý thuyết + Thực hành (thuyết trình) - Môn học tiên quyết: - Môn học trước: - Môn học song hành:	Lịch sử Đảng Cộng sản Việt Nam History of Vietnamese communist party PE018IU ☐ Kiến thức cơ sở ngành ☐ Kiến thức khác ☐ Môn học đồ án/luận văn tốt nghiệp 02 20 tiết 10 tiết (trên lớp) 60 tiết (về nhà) Không Không

2. MÔ TẢ MÔN HỌC (Course description)

Môn học nằm trong khối kiến thức giáo dục đại cương thuộc mảng lý luận chính trị. Môn học với những kiến thức cơ bản, hệ thống về Lịch sử Đảng Cộng sản Việt Nam như: sự ra đời của Đảng Cộng sản Việt Nam, sự lãnh đạo của Đảng trong đấu tranh giành chính quyền, giải phóng dân tộc và xây dựng chủ nghĩa xã hội từ năm 1930 đến năm nay.

3. MỤC TIÊU MÔN HỌC (Course Goals)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)
G1	<i>Về kiến thức</i> Sinh viên hiểu được những tri thức cơ bản, có tính hệ thống về sự ra đời của Đảng Cộng sản Việt Nam (1920-1930), sự lãnh đạo của Đảng đối với cách mạng Việt Nam trong thời kỳ đấu tranh giành chính quyền chính quyền (1930-1945), trong hai cuộc kháng chiến chống thực dân	

	Pháp và đế quốc Mỹ xâm lược (1945-1975), trong sự nghiệp xây dựng, bảo vệ Tổ quốc thời kỳ cả nước quá độ lên chủ nghĩa xã hội, tiến hành công cuộc đổi mới (1975 đến nay).	
G2	Về kỹ năng Sinh viên vận dụng phương pháp tư duy khoa học về lịch sử để lựa chọn, khái quát hóa tài liệu nghiên cứu, học tập môn học; đồng thời sinh viên phân tích, đánh giá, vận dụng kiến thức lịch sử vào công tác thực tiễn.	
G3	Về thái độ/năng lực tự chủ và trách nhiệm Sinh viên đánh giá được sự thật khách quan và nâng cao lòng tự hào, niềm tin đối với sự nghiệp lãnh đạo của Đảng và phê phán những quan niệm sai trái về lịch sử của Đảng.	

4. CHUẨN ĐẦU RA MÔN HỌC (Course learning outcomes)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	Hiểu được đối tượng, chức năng, nhiệm vụ nội dung và phương pháp nghiên cứu, học tập môn Lịch sử Đảng Cộng sản Việt Nam	I,U
G1.2	Hiểu được quá trình ra đời của Đảng Cộng sản Việt Nam (1920-1930), nội dung cơ bản, giá trị lịch sử của Cương lĩnh chính trị đầu tiên của Đảng và quá trình Đảng lãnh đạo cuộc đấu tranh giành độc lập, giành chính quyền (1930-1945)	I, T,U
G1.3	Hiểu được quá trình lãnh đạo của Đảng đối với hai cuộc kháng chiến chống thực dân Pháp và đế quốc Mỹ xâm lược, hoàn thành giải phóng dân tộc, thống nhất đất nước thời kỳ 1945-1975	I, T,U
G1.4	Hiểu được quá trình phát triển đường lối và sự lãnh đạo của Đảng để đưa cả nước quá độ lên chủ nghĩa xã hội và tiến hành công cuộc đổi mới từ sau ngày thống nhất đất nước năm 1975 đến nay. Những thành tựu và bài học kinh nghiệm trong quá trình lãnh đạo từ năm 1930 đến nay.	I, T,U
G2.1	Vận dụng kiến thức đã học để nhận thức, hành động theo đường lối của Đảng.	U
G2.2	Vận dụng, phân tích với tư duy độc lập trong nghiên cứu nhằm giải quyết các vấn đề khi làm việc theo nhóm và trình bày kết quả nghiên cứu.	U
G3.1	Đánh giá được sự lãnh đạo đúng đắn của Đảng Cộng sản Việt Nam đối với cách mạng nước ta. Quyết tâm phấn đấu thực hiện đường lối cách mạng của Đảng.	U

G3.2	Đánh giá được tầm quan trọng của sự nghiêm túc trong học tập và nghiên cứu, tự rèn luyện bản thân trở thành người có phẩm chất chính trị và đạo đức tốt.	U

5. ĐÁNH GIÁ MÔN HỌC

Thành phần đánh giá (1)	Bài đánh giá (2)	CĐR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1, G1.2- G1.3, G2.1, G2.2- G2.3 G3.1-G3.2	30%
A2. Đánh giá giữa kỳ	Kiểm tra giữa kỳ (A2.1)	G1.1 G2.1-G2.2, G3.1-G3.2	20%
A3. Đánh giá cuối kỳ	Thi cuối học kỳ (A3.1)	G1.2-G1.3, G2.1-G2.2, G3.1-G3.2	50%

6. KẾ HOẠCH GIẢNG DẠY CHI TIẾT

Tuần/Buổi học (1)	Nội dung (2)	Hoạt động dạy và học (3)	CĐRMH (4)
1/2 tiết	Chương nhập môn ĐỐI TƯỢNG, CHỨC NĂNG, NHIỆM VỤ, NỘI DUNG VÀ PHƯƠNG PHÁP NGHIÊN CỨU, HỌC TẬP LỊCH SỬ ĐẢNG CỘNG SẢN VIỆT NAM I. Đối tượng nghiên cứu của môn học lịch sử Đảng Cộng sản Việt Nam II. Chức năng, nhiệm vụ của môn học lịch sử Đảng Cộng sản Việt Nam III. Phương Pháp nghiên cứu, học tập môn lịch sử Đảng Cộng sản Việt Nam	Hoạt động dạy: - Giới thiệu đề cương môn học - Giới thiệu nội dung đề tài thuyết trình nhóm) - Trình chiếu, thuyết giảng Hoạt động học: - Chia nhóm - Giới thiệu nhóm học tập - Nghe giảng, phát biểu - Đọc trước mục 1, 2 phần I của chương 1	G1.1 G2.1 G2.2 G3.1 G3.2
	Chương 1 ĐẢNG CỘNG SẢN VIỆT NAM RA ĐỜI VÀ LÃNH ĐẠO	Hoạt động dạy: - Trình chiếu, thuyết giảng mục	

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2/2 tiết	ĐẤU TRANH GIÀNH CHÍNH QUYỀN (1930-1945) I. Đảng cộng sản Việt Nam ra đời và cương lĩnh chính trị đầu tiên của Đảng (tháng 2 – 1930) <i>1. Bối cảnh lịch sử</i> <i>2. Nguyễn Ái Quốc chuẩn bị các điều kiện để thành lập Đảng</i>	1,2 phần I của chương 1 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 3,4 phần I của chương 1	G1.2 G2.1 G2.2 G3.1 G3.2
3/2 tiết	Chương 1 (tiếp theo) I. Đảng cộng sản Việt Nam ra đời và cương lĩnh chính trị đầu tiên của Đảng (tháng 2 – 1930) (tt) <i>3. Thành lập Đảng Cộng sản Việt Nam và Cương lĩnh chính trị đầu tiên của Đảng</i> <i>4. Ý nghĩa lịch sử của việc thành lập Đảng Cộng sản Việt Nam</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 3,4 phần I của chương 1 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 1, 2 phần II của chương 1	G1.1 G1.2 G2.1 G2.2 G3.1 G3.2
4/2 tiết	Chương 1 (tiếp theo) II. Lãnh đạo đấu tranh giành chính quyền (1930-1945) <i>1. Phong trào cách mạng 1930-1935 và khôi phục phong trào 1932-1935</i> <i>2. Phong trào dân chủ 1936-1939</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1, 2 phần II của chương 1 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 3, 4 phần II của chương 1	G1.2 G2.1 G2.2 G3.1 G3.2

5/2 tiết	II. Lãnh đạo đấu tranh giành chính quyền (1930-1945) (tt) 3. Phong trào giải phóng dân tộc 1939-1945 4. Tính chất, ý nghĩa và kinh nghiệm của Cách mạng Tháng Tám năm 1945	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 3, 4 phần II của chương 1 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 1,2 phần I của chương 2	G1.2 G1.3 G2.1 G2.2 G3.1 G3.2
6/2 tiết	Chương 2 DẪNG LÃNH ĐẠO HAI CUỘC KHÁNG CHIẾN, HOÀN THÀNH GIẢI PHÓNG DÂN TỘC, THỐNG NHẤT ĐẤT NƯỚC (1945-1975) I. Lãnh đạo xây dựng, bảo vệ chính quyền cách mạng, kháng chiến chống thực dân Pháp xâm lược 1945-1954 1. Xây dựng và bảo vệ chính quyền cách mạng 1945-1946 2. Đường lối kháng chiến toàn quốc và quá trình tổ chức thực hiện từ năm 1946 đến năm 1950	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1, 2 phần I của chương 2 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 3, 4 phần I của chương 2	G1.3 G2.1 G2.2 G3.1 G3.2
7/2 tiết	Chương 2 (tiếp theo) I. Lãnh đạo xây dựng, bảo vệ chính quyền cách mạng, kháng chiến chống thực dân Pháp xâm lược 1945-1954 (tt) 3. Đẩy mạnh cuộc kháng chiến đến thắng lợi 1951-1954 4. Ý nghĩa lịch sử và kinh nghiệm của Đảng trong lãnh đạo kháng chiến chống Pháp và can thiệp Mỹ	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 3, 4 phần I của chương 2 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 1 phần II của chương 2	G1.3 G2.1 G2.2 G3.1 G3.2

8/2 tiết	Chương 2 (tiếp theo) II. Lãnh đạo xây dựng chủ nghĩa xã hội ở miền bắc và kháng chiến chống đế quốc Mỹ xâm lược, giải phóng miền nam, thống nhất đất nước (1954-1975) <i>1. Sự lãnh đạo của Đảng đối với cách mạng hai miền Nam – Bắc 1954-1965</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1 phần II của chương 2 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 2,3 phần II của chương 2	G1.3 G2.1 G2.2 G3.1 G3.2
9/2 tiết	Chương 2 (tiếp theo) II. Lãnh đạo xây dựng chủ nghĩa xã hội ở miền bắc và kháng chiến chống đế quốc Mỹ xâm lược, giải phóng miền nam, thống nhất đất nước (1954-1975) (tt) <i>2. Lãnh đạo cách mạng cả nước giai đoạn 1965-1975</i> <i>3. Ý nghĩa lịch sử và kinh nghiệm lãnh đạo của Đảng thời kỳ 1954-1975</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 2,3 phần II của chương 2 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Ôn tập nội dung chương 1,2	G1.3 G2.1 G2.2 G3.1 G3.2
10/2 tiết	Chương 3 ĐẢNG LÃNH ĐẠO CẢ NƯỚC QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI VÀ TIẾN HÀNH CÔNG CUỘC ĐỔI MỚI (1975 ĐẾN NAY) I. Lãnh đạo cả nước xây dựng chủ nghĩa xã hội và bảo vệ tổ quốc (1975-1986) <i>1. Xây dựng chủ nghĩa xã hội và bảo vệ Tổ quốc 1975-1981</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1 phần I của chương 3 - Đặt vấn đề và giải quyết vấn đề - Tổ chức kiểm tra giữa kỳ Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Thực hiện kiểm tra giữa kỳ - Đọc trước mục 2	G1.4 G2.1 G2.2 G3.1 G3.2

		phần I của chương 3	
11/2 tiết	Chương 3 (tiếp theo) I. Lãnh đạo cả nước xây dựng chủ nghĩa xã hội và bảo vệ tổ quốc (1975-1986) (tt) 1. <i>Xây dựng chủ nghĩa xã hội và bảo vệ Tổ quốc 1975-1981 (tt)</i> 2. <i>Đại hội đại biểu toàn quốc lần thứ V của Đảng và các bước đột phá tiếp tục đổi mới kinh tế 1982-1986</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1 phần I của chương 3 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 1 phần II của chương 3	G1.4 G2.1 G2.2 G3.1 G3.2
12/2 tiết	Chương 3 (tiếp theo) II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay) 1. <i>Đổi mới toàn diện, đưa đất nước ra khỏi khủng hoảng kinh tế - xã hội 1986-1996</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1 phần II của chương 3 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 2 phần II của chương 3	G1.4 G2.1 G2.2 G3.1 G3.2
13/2 tiết	Chương 3 (tiếp theo) II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay) (tt) 1. <i>Đổi mới toàn diện, đưa đất nước ra khỏi khủng hoảng kinh tế - xã hội 1986-1996 (tt)</i> 2. <i>Tiếp tục công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế 1996 đến nay</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1, 2 phần II của chương 3 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 3 phần II của chương 3	G1.4 G2.1 G2.2 G3.1 G3.2

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14/2 tiết	Chương 3 (tiếp theo) II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay) (tt) 2. Tiếp tục công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế 1996 đến nay (tt) 3. Thành tựu, kinh nghiệm của công cuộc đổi mới	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 2,3 phần II của chương 3 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước phần kết luận	G1.4 G2.1 G2.2 G3.1 G3.2
15/2 tiết	KẾT LUẬN 1. Những thắng lợi vĩ đại của cách mạng Việt Nam. 2. Những bài học lớn về sự lãnh đạo của Đảng	Hoạt động dạy: - Hướng dẫn sv tự học - Ôn tập tổng kết môn học - Công bố bảng điểm chi tiết các hoạt động - Giải đáp thắc mắc Hoạt động học: - Nghe giảng, phát biểu - Ôn tập toàn bộ nội dung môn học tại nhà	G1.1 G1.2 G1.3 G1.4 G2.1 G2.2 G3.1 G3.2

7. QUY ĐỊNH CỦA MÔN HỌC (Course requirements and expectations)

- Quy định về Bài thuyết trình nhóm:

- Thành lập nhóm: Số lượng sinh viên tùy vào sĩ số lớp, do giảng viên quy định. Hạn chót đăng ký đề tài nhóm Quản lý trên forum/Moodle là Buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- Các nhóm thuyết trình theo thứ tự được phân công. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan khi thuyết trình.
- Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị điểm 0 chuyên cần.

8. TÀI LIỆU HỌC TẬP, THAM KHẢO (Reference)

Giáo trình:

[1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Lịch sử Đảng Cộng sản Việt Nam* (dành cho bậc đại học hệ không chuyên lý luận chính trị), NXB. Chính trị Quốc gia Sự Thật, Hà Nội.

Tài liệu khác:

[1] Hội đồng Trung ương chỉ đạo biên soạn giáo trình quốc gia các môn khoa học Mác – Lênin, Tư tưởng Hồ Chí Minh (2019), *Giáo trình Lịch sử Đảng Cộng sản Việt Nam* (tái bản có sửa chữa, bổ sung), Nxb. Chính trị quốc gia, Hà Nội.

[2] Bộ Giáo dục và Đào tạo (2017), *Giáo trình Đường lối cách mạng của Đảng Cộng sản Việt Nam*, Nxb Chính trị quốc gia, Hà Nội.

Tp. Hồ Chí Minh, ngày 01 tháng 01 năm 2023

KT. Trưởng Bộ môn
Phó trưởng Bộ môn



Lê Văn Thông

KT. TRƯỞNG KHOA
PHÓ TRƯỞNG KHOA



TS. Nguyễn Đình Quốc Cường

ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN
(DÀNH CHO TRƯỜNG ĐẠI HỌC QUỐC TẾ)

1. Thông tin về giảng viên (cung cấp cho sinh viên khi giảng dạy)

- Họ và tên:
- Chức danh, học hàm, học vị:
- Đơn vị công tác: **Khoa Chính trị - Hành chính, ĐHQG-HCM**
- Thời gian và địa điểm làm việc:...
- Địa chỉ liên hệ:
- Điện thoại, email:
- Thông tin về trợ giảng (nếu có) (họ và tên, địa chỉ liên hệ, điện thoại, e-mail):

2. Thông tin chung về học phần

- Mã học phần: PE019IU
- Tên học phần: **Tư tưởng Hồ Chí Minh**
- Tên học phần bằng tiếng Anh: **Ho Chi Minh's Thoughts**
- Số tín chỉ: 02 (30 tiết).
- Cấu trúc/cơ cấu học phần:
 - Số tiết lý thuyết: 30 tiết
 - Số tiết thực hành:
 - Số tiết bài tập:
 - Khác: Số tiết tự học: 60 tiết
- Loại học phần thuộc khối kiến thức (check vào các ô):
 - Kiến thức đại cương: ☒
 - Kiến thức cơ sở ngành: ☐
 - Kiến thức chuyên ngành: ☐
 - Kiến thức bổ trợ: ☐
 - Khóa luận tốt nghiệp: ☐
 - Đồ án/dự án/seminar tốt nghiệp: ☐
 - Khác:....
- Các học phần tiên quyết: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
- Các học phần học trước học phần này: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
 -
 -
- Học phần song hành: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
 -



-
 - Các yêu cầu khác (nếu có):.....
 - Bộ môn phụ trách học phần: Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính
- 3. Mô tả vắn tắt nội dung học phần:** (trình bày ngắn gọn vai trò, vị trí học phần/môn học, kiến thức sẽ trang bị cho sinh viên, quan hệ với các học phần/môn học khác trong chương trình đào tạo)

Môn học thuộc phần kiến thức giáo dục đại cương trong khối kiến thức cơ bản về lý luận chính trị. Trang bị cho sinh viên những kiến thức cơ bản về: Đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh; về cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh; về độc lập dân tộc và chủ nghĩa xã hội; về Đảng Cộng sản và Nhà nước Việt Nam; về đại đoàn kết dân tộc và đoàn kết quốc tế; về văn hóa, đạo đức, con người.

4. Mục tiêu của học phần

- Mục tiêu chung:

+ Sinh viên **hiểu** được những nội dung cơ bản của tư tưởng Hồ Chí Minh về con đường cách mạng Việt Nam; về độc lập dân tộc gắn liền với chủ nghĩa xã hội; về Đảng Cộng sản Việt Nam; về Nhà nước pháp quyền xã hội chủ nghĩa Việt Nam; về đại đoàn kết dân tộc và đoàn kết quốc tế; về văn hóa, đạo đức và con người...

+ Sinh viên **vận dụng** được những kiến thức cơ bản của tư tưởng Hồ Chí Minh vào trong nhận thức và trong hoạt động thực tiễn của bản thân.

+ Sinh viên **phân tích, đánh giá** được giá trị, tính khoa học cách mạng và nhân văn của tư tưởng Hồ Chí Minh đối với thực tiễn Việt Nam và nhân loại.

- Mục tiêu cụ thể:

Ký hiệu mục tiêu của học phần (G)	Mô tả/nội dung mục tiêu học phần	Mức độ năng lực đạt được (theo thang đánh giá Bloom)	Ghi chú
KIẾN THỨC			
G1.1	Sinh viên hiểu những kiến thức cơ bản về khái niệm; cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh; tư tưởng Hồ Chí Minh về độc lập dân tộc gắn liền với chủ nghĩa xã hội;	2	
G1.2	Sinh viên hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về Đảng Cộng sản Việt Nam; về Nhà nước của nhân dân, do nhân dân, vì nhân dân; về sự vận dụng của Đảng Cộng sản Việt Nam trong cách mạng dân tộc dân chủ và cách mạng xã hội chủ nghĩa, trong công cuộc đổi mới đất nước hiện nay.	2	
G1.3	Sinh viên hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về đại đoàn kết dân tộc và đại đoàn kết quốc tế; hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về văn hóa, đạo đức và con	2	

	người.		
KỸ NĂNG			
G2.1	Sinh viên vận dụng giá trị của tư tưởng Hồ Chí Minh trong hoạt động lý luận và thực tiễn; Sinh viên phân tích, nhận diện và phản bác những luận điệu xuyên tạc về tư tưởng Hồ Chí Minh về độc lập dân tộc và chủ nghĩa xã hội.	3	
G2.2	Sinh viên phân tích được một cách khoa học những vấn đề về xây dựng Đảng cộng sản Việt Nam và xây dựng Nhà nước pháp quyền xã hội chủ nghĩa của nhân dân, do nhân dân, vì nhân dân trong thời kỳ đổi mới đất nước.	4	
G2.3	Sinh viên vận dụng tư tưởng Hồ Chí Minh về đại đoàn kết dân tộc và đoàn kết quốc tế trong giai đoạn hiện nay; Sinh viên vận dụng được phương pháp tư duy mới trong học tập, nghiên cứu; tự mình biết đào sâu lý luận gắn với thực tiễn với tinh thần độc lập, sáng tạo.	3	
THÁI ĐỘ			
G3.1	Sinh viên vận dụng, học tập và làm theo tư tưởng, đạo đức, phong cách Hồ Chí Minh trong học tập và cuộc sống hằng ngày.	3	
G3.2	Sinh viên đánh giá được bản chất khoa học và cách mạng của tư tưởng Hồ Chí Minh, từ đó có bản lĩnh chính trị vững vàng, có lòng yêu nước nồng nàn, trung thành với mục tiêu lý tưởng của Đảng, của dân tộc. Trung thực, thẳng thắn, xây dựng tập thể đoàn kết. Trân trọng, giữ gìn và phát huy di sản tư tưởng của Hồ Chí Minh trong hoạt động thực tiễn.	5	
G3.3	Sinh viên vận dụng bản chất khoa học và cách mạng của tư tưởng Hồ Chí Minh trong việc đấu tranh chống lại các âm mưu xuyên tạc tư tưởng Hồ Chí Minh, chủ trương, đường lối của Đảng. Có hành vi đạo đức chuẩn mực. Có năng lực học tập, tự nghiên cứu các vấn đề chuyên môn.	3	

(*) 1. Ghi nhớ (Remembering), 2. Hiểu (Understanding), 3. Vận dụng (Applying), 4. Phân tích (Analyzing), 5. Đánh giá (Evaluating), 6. Sáng tạo (Creating).

5. Chuẩn đầu ra (CĐR) của học phần

Thứ tự các	Ký hiệu CĐR	Mô tả/nội dung CĐR học phần	Mức độ giảng dạy	Liên kết giữa CĐR	Liên kết giữa CĐR học

CĐR	học phần (CHP)		(I, T, U) *	học phần và mục tiêu học phần	phần và CĐR chương trình đào tạo
KIẾN THỨC					
1	CHP1	Hiểu được khái niệm, đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh.	I	G1.1	
2	CHP2	Hiểu được cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh.	I, T, U	G1.1	
3	CHP3	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về độc lập dân tộc và chủ nghĩa xã hội. Sự vận dụng của Đảng vào trong sự nghiệp cách mạng hiện nay.	I, T,U	G1.1	
4	CHP4	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về Đảng Cộng Sản Việt Nam và Nhà nước của nhân dân, do nhân dân, vì nhân dân. Sự vận dụng tư tưởng Hồ Chí Minh vào công tác xây dựng Đảng và xây dựng Nhà nước.	I, T,U	G1.2	
5	CHP5	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về đại đoàn kết toàn dân tộc và đoàn kết quốc tế. Sự vận dụng của Đảng vào trong sự nghiệp cách mạng hiện nay;	I, T,U	G1.3	
6	CHP6	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về văn hóa, đạo đức, con người. Sự vận dụng tư tưởng Hồ Chí Minh trong việc xây dựng văn hóa, đạo đức, con người Việt Nam hiện nay.	I, T,U	G1.3	
KỸ NĂNG					
7	CHP7	Phân tích mang tính khái quát hóa để rút ra <i>Từ khóa tri thức</i> đối với mỗi nội dung và tư duy có hệ thống.	T, U	G2.1; G2.2; G2.3	
8	CHP8	Vận dụng kiến thức học phần để trình bày, thuyết	U	G2.1; G2.2;	

		minh, phản biện, tranh luận, hùng biện những tri thức lý luận đang học tập, nghiên cứu dựa trên thực tiễn.		G2.3	
9	CHP9	Vận dụng kiến thức học phần để giao tiếp xã hội, hợp tác và làm việc nhóm, chia sẻ tri thức và kinh nghiệm, khả năng điều hành nhóm làm việc.	U	G2.1; G2.2; G2.3	
THÁI ĐỘ					
10	CHP10	Phân tích, đánh giá và có ý thức trách nhiệm bảo vệ tinh khoa học, cách mạng, nhân văn của tư tưởng Hồ Chí Minh.	T, U	G3.1 G3.2 G3.3	
11	CHP11	Vận dụng kiến thức đã học gắn với trách nhiệm cá nhân đối với tập thể, cộng đồng.	U	G3.1 G3.2 G3.3	
12	CHP12	Phân tích, đánh giá được sự cần thiết của việc học tập, nghiên cứu suốt đời và vận dụng tư tưởng Hồ Chí Minh trong cuộc sống.	T, U	G3.1 G3.2 G3.3	

(*) I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

6. Hình thức, phương pháp và trọng số đánh giá kết quả học phần

Hình thức đánh giá	Nội dung chi tiết	Phương pháp đánh giá (đánh dấu X)				Ký hiệu bài đánh giá	Trọng số đánh giá	Ghi chú
		Viết	Trắc nghiệm	Vấn đáp	Khác			
Đánh giá quá trình	- Chuyên cần - Tham gia học tập trên lớp tích cực, hăng hái phát biểu. -Thuyết trình nhóm					ĐG1 (tổng điểm từ ĐG1.1 đến ĐG1.6)	30%	
Điểm kiểm tra giữa kỳ		X	X	X		ĐG1.1	20%	

Đánh giá tổng kết	Điểm cuối học kỳ	X				ĐG2	50%	Điểm bài thi + điểm thường (tối đa 20%=2 điểm)

7. **Thang điểm đánh giá:** theo thang điểm 100.

8. **Kế hoạch giảng dạy chi tiết của học phần :** Ghi chi tiết đến 2 cấp (chương và bài).

STT Buổi (3 tiết/ buổi)	Tên bài giảng của học phần (Ghi chi tiết tên chương và bài giảng của mỗi chương)	Liên kết với CĐR học phần	Hoạt động dạy và học						Phương pháp dạy học (thuyết trình; thảo luận; các phương pháp dạy học tích cực/lấy người học làm trung tâm...)	Bài đánh giá
			Số tiết lên lớp				SV tự nghiên cứu, tự học			
			Lý thuyết	Thực hành/ thực tập	Bài tập	Thảo luận/ khác	Số tiết	Ghi chú (nếu có)		
1/2	Chương 1. Khái niệm, đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh		02						Thuyết trình	ĐG1.1; ĐG1.6; ĐG2
2/2	Chương 2. Cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh		02						Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
3/2	Chương 2 (tiếp)		01			01			Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
4/2	Chương 2 (tiếp)		02						Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
5/2	Chương 3. Tư tưởng Hồ Chí								Thuyết trình,	ĐG1.1; ĐG1.3;

	Mình về độc lập dân tộc và chủ nghĩa xã hội		02					thảo luận nhóm	ĐG1.5; ĐG1.6; ĐG2
6/2	Chương 3(tiếp)		01			01		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
7/2	Chương 3(tiếp)		01			01			
8/2	Chương 4. Tư tưởng Hồ Chí Minh về Đảng Cộng sản Việt Nam và Nhà nước của nhân dân, do nhân dân và vì nhân dân		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
9/2	Chương 4 (tiếp)		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
10/2	Chương 4 (tiếp)					02		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
11/2	Chương 5. Tư tưởng Hồ Chí Minh về đại đoàn kết toàn dân tộc và đoàn kết quốc tế		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
12/2	Chương 5 (tiếp)		01			01		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
13/2	Chương 6. Tư tưởng Hồ Chí Minh về văn hóa, đạo đức, con người		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
14/2	Chương 6 (tiếp)		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
15/2	Chương 6 (tiếp)					02		Thuyết trình, thảo luận	ĐG1.1; ĐG1.3; ĐG1.5;

									luận nhóm	ĐG1.6; ĐG2
	Tổng cộng số tiết		22	...	...	08	...	...		

9. Tài liệu học tập

STT	Tên tác giả	Năm xuất bản	Tên giáo trình	Tên Nhà xuất bản	Giáo trình chính/Tài liệu tham khảo/Khác	Nơi có thể có tài liệu/trang web
1	Bộ Giáo dục và Đào tạo	2021	<i>Giáo trình Tư tưởng Hồ Chí Minh</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Giáo trình chính	
2	Hồ Chí Minh	2011	<i>Toàn tập</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Tài liệu tham khảo	Báo điện tử Đảng Cộng sản Việt Nam, https://hochiminh.vn/tac-pham-cua-ho-chi-minh/ho-chi-minh-toan-tap
3	Hồ Chí Minh	2016	<i>Biên niên tiểu sử</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Tài liệu tham khảo	

10. Quy định của môn học

- Khi có các thắc mắc liên quan môn học, sinh viên có thể liên lạc với quản lý Bộ môn Lý luận và Khoa học chính trị và Khoa Chính trị - Hành chính qua email: daotao.spas@vnuhcm.edu.vn
- Quy định về Bài thuyết trình nhóm:
 - + Thành lập nhóm: Theo tình hình thực tế của lớp học.
 - + Hạn chót đăng ký đề tài nhóm Quản lý trên forum là Buổi 2.
 - + Bắt đầu từ tuần 4 thuyết trình theo thứ tự. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến bài tập khi đi thuyết trình.
 - + Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV
- Quy định về đánh giá môn học: theo Quy định về việc giảng dạy và học tập các môn Lý luận chính trị của khoa Chính trị - Hành chính.

KT. Trưởng Bộ môn
Phó trưởng Bộ môn



Lê Văn Thông

Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023

KT. TRƯỞNG KHOA
PHÓ TRƯỞNG KHOA



TS. Nguyễn Đình Quốc Cường



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY**
School of Languages

COURSE SYLLABUS

Course Name: Critical Thinking

Course Code: PE008IU/PE008WE

1. General information

Course name	- <i>Critical Thinking</i> - <i>Tư duy Biện luận</i>
Course designation	<i>This course provides students with the knowledge and practice necessary to sharpen their observation and judgment skills, enabling them to evaluate arguments effectively and construct compelling arguments of their own. Additionally, the course helps students evaluate information from diverse sources to obtain reliable data and avoid fallacies.</i>
Course type	☒ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization ☐ Electives ☐ Internship/Project/Thesis Others:.....
Semester(s) in which the course is taught	1, 2, and 3
Person responsible for the course	Assoc.Prof.Dr.Nguyễn Thị Thủy Assoc.Prof.Dr.Phạm Ngọc Trần Thanh Tú (Ph.D) Nguyễn Văn Tiếp (Ph.D) Phạm Thanh Tùng (Ph.D) Đỗ Thị Diệu Ngọc (MA)
Language	English
Relation to curriculum	☐ Compulsory ☒ Elective

Teaching methods	Lectures Discussion Pair work Group work Project-based learning								
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours ¹ : 90 hours								
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS (<i>optional</i>)								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	None								
Course objectives	<i>This course will enable students to</i> • know basic concepts of critical thinking • identify, construct, analyze, and evaluate inductive and deductive arguments in spoken and written forms • recognize common fallacies in everyday reasoning								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: identify standards of and barriers to critical thinking, and argument types belonging to deductive and inductive reasoning CLO2: identify logical fallacies of relevance and insufficient evidence</td></tr> <tr> <td>Skill</td><td>CLO3: relate statements and evaluate the validity of deductive arguments using Venn diagram and truth tables CLO4: relate statements, summarize and evaluate deductive & inductive arguments</td></tr> <tr> <td>Attitude</td><td>CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: identify standards of and barriers to critical thinking, and argument types belonging to deductive and inductive reasoning CLO2: identify logical fallacies of relevance and insufficient evidence	Skill	CLO3: relate statements and evaluate the validity of deductive arguments using Venn diagram and truth tables CLO4: relate statements, summarize and evaluate deductive & inductive arguments	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: identify standards of and barriers to critical thinking, and argument types belonging to deductive and inductive reasoning CLO2: identify logical fallacies of relevance and insufficient evidence								
Skill	CLO3: relate statements and evaluate the validity of deductive arguments using Venn diagram and truth tables CLO4: relate statements, summarize and evaluate deductive & inductive arguments								
Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to Critical thinking	1	I, T, U
	Recognizing arguments	1	I, T, U
	Basic logical concepts	1	I, T, U
	A little categorical logic	1	I, T, U
	A little propositional logic	1	I, T, U
	Logical fallacies I	1	I, T, U
	Logical fallacies II	1	I, T, U
	Analyzing arguments	1	I, T, U
	Evaluating arguments and truth claims	1	I, T, U
	Inductive reasoning	1	I, T, U
	Group presentations + Review for exams	5	U
Examination forms	Written exams and project presentations		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1]. Bassham, J., Irwin, W., Nardone, H., & Wallace, J. M. (2022). <i>Critical Thinking: A Student's Introduction</i> (7th ed.). McGraw-Hill Education References: [2]. Moore, B.N., & Parker, R. (2009). <i>Critical thinking</i> (9th ed.). Boston: McGraw-Hill [3]. Hurley, P. J. (2012). <i>A concise introduction to logic</i> (11th ed.). Wadsworth: Cengage Learning. + Relevant web resources		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
CLO	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1				X		X	X
2				X		X	X
3				X		X	X
4				X		X	X

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Critical thinking	1, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 1
2	Recognizing arguments	1, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 2

Week	Topic	CLO	Assessments	Learning activities	Resources
3	Basic logical concepts	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 3
4	A little categorical logic Quiz 1	3, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 9
5	A little propositional logic	3, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 10
6	Logical fallacies I	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 5
7	Logical fallacies II Quiz 2	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 6
8	MIDTERM TEST				
9	Analyzing arguments	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 7
10	Evaluating arguments and truth claims	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 8
11	Inductive reasoning Quiz 3	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 11
12-14	Group presentations	1-5	Ongoing assessment & Final exam	Presentation, Discussion	
15	Review for final exam Sample test	1-5	Ongoing assessment & Final exam		
	FINAL EXAM				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (20%)	X 60%Pass		X 60%Pass		
Final exam (50%)		X 60%Pass		X 60%Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Marks for multiple choice questions:

CLO1: 2pts/correct answer

CLO2: 2pts/correct answer

CLO3: 3pts/correct answer

CLO4: 4pts/correct answer

6. Revised date: June 2nd, 2025**7. Course coordinator/Lecturer: Đỗ Thị Diệu Ngọc**

- School of Languages

- Email: dtdngoc@hcmiu.edu.vn

Ho Chi Minh City, June 6th, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: INTRODUCTION TO MICROECONOMICS

Course Code: **BA117IU**

1. General information

Course name	- Introduction to Microeconomics - Kinh tế vi mô
Course designation	The study of Microeconomics focuses mainly on how households and firms make decisions and the interactions of these decision makers in the resource and goods markets. It seeks to explain the prices and quantities of individual goods and services produced. It also provides insights into how the economy works, the economics of the environment, microeconomic reforms and an understanding of the effects of government intervention (regulations and taxes) on the economy and on various groups in society.
Course type	☒ <i>General knowledge</i> ☐ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1
Person responsible for the course	Ms. Bui Thi Thao Hien
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, lesson, project, seminar.

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90	
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	Students will be provided with skills of using data from a variety of sources, be introduced to contemporary computing and database environments, such as R/Python, and be exposed to case studies from outside the classroom. Through this unit, students will become acquainted with the challenges of contemporary data science and gain an appreciation of the foundational skills necessary to turn data into information.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Identifying what Microeconomics is and the skill sets needed to be a researcher. CLO2. Explain firms and consumer behavior under uncertainty.
	Skill	CLO3. Describe the behavior of firms in four market structures: perfect competition, monopoly, oligopoly, and monopolistic competition in the short-run and the long-run. CLO4. Explain the components that help to organize and assign individuals in group to work together to achieve a goal or solve problems arising from day to day business activities
	Attitude	CLO5. Explain the ethical requirements of Microeconomics.

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Ten principles of Economics	1	I, T
	Thinking like an economist	2	T, U
	Interdependence and Gains from Trade	1	T, U
	Market forces of supply and demand	2	T
	PPFs Curve	2	T, U
	Elasticity and Its Application	2	T
	Supply, Demand , and Government Policies	1	T, U
	Consumers, Producers and the Efficiency of Markets	1	T, U
	The Costs of Production	1	I, T
	Firms in Competitive Markets	2	T, U
	Monopoly	2	T
	Oligopoly	1	T, U
Monopolistic Competition	1	T, U	
Theory of Consumer Choice	1	I, T	
Examination forms	Multiple-choice questions, short-answer questions		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	Mankiw, N.G. (2017). Principles of Economics, 8th edition, South-Western, Cengage Learning		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (SLO) (1-6) is shown in the following table:

	PLO					
CLO	1	2	3	4	5	6
1	x					
2	x					
3						x
4				x		

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Microeconomics	1, 4	Quiz1	Lecture, Discussion, Inclass-Quiz	[1].0. [2].1.
2	Thinking like an Economist	3	HW1	Lecture, Inclass-Quiz, HW	[1].9.
3	Interdependence and Gains from Trade	3	Quiz4	Lecture, Group work	[2].2.
4	Market Forces of Supply and Demand	2	HW2, Quiz6	Lecture, Group work, HW	[1]. 2, 4 [2]. 2
5	Elasticity and Its Application		HW2 presentation	Presentation	
6	Supply, Demand and Government Policies	3		Lecture, Group work	[2]. 3
7	Consumers, Producers and the Efficiency of Markets			Lecture, Discussion, HW	
8	Midterm				
9	The Cost of Production	3	HW3	Lecture, Group work, HW	[2]. 4. [1]. 18.
10	Firms in Competitive Markets	3		Lecture, Group work	[3]. 10
11	Monopoly	3	HW4	Lecture, Discussion, HW	[2]. 8

12	Oligopoly	3,4	Quiz15	Lecture, Inclass-Quiz	[1]. 12, 13 [2]. 9, 16
13	Monopolistic Competition		HW5	Review-Test	[1]. 12, 13 [2]. 9, 16
14	Theory of Consumer Choice		Presentation	Lecture, Discussion, HW	[1]. 12, 13 [2]. 9, 16
15 +16	Revision				
17	Final exam				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
In-class exercises/quizzes (10%)	Qz1 70%Pass	Qz6 70%Pass		Qz15 70%Pass
Homework exercises (20%)	HW2 70%Pass		HW1, HW3, HW4 70%Pass	
Midterm exam (30%)		Q3 70%Pass	Q1, Q2 70%Pass	
Final exam (40%)	Part I 70%Pass		Part II.1,2 70%Pass	Part II.3 70%Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organization and clarification	No evidence of organization and coherence	Does not organize ideas logically and with clarification. Limited evidence of coherence. Ideas lack consistence	Generally organized logically, with evidence of progression. Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed And nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Arguments are addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs.	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations are integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly

			Some possible problems with source citations		
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, and relevant logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 23/08/2022

Dean of School of Business



PGS. TS Hà Minh Trí



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: INTRODUCTION TO MACROECONOMICS

Course Code: **BA119IU**

1. General information

Course name	- Introduction to Macroeconomics - <i>Kinh tế vĩ mô</i>
Course designation	This subject will provide the fundamental macroeconomic theories and concepts of economics as they apply within the contemporary work environment.
Course type	☒ <i>General knowledge</i> ☐ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	..... .....
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 Contact hours: 34 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 90 (reading, research, working on group assignments)
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)

Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	This course is designed to introduce students to concepts, models, policies, and analysis in macroeconomics. After taking this course, the students should be able to: - Analyze the economic situation in their country and develop plans for effective response. - Measure a country's economic performance and macroeconomic indicators such as unemployment, inflation, the balance of payment, etc. Understand the effect of various kinds of government policies on the economy and develop activities to deal with the negative effects.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge (I, R)	CLO1. Identifying how to measure a nation's income, cost of living, unemployment rate, and other important macroeconomic indicators in the economy through group assignments/class discussions. CLO2. Explain macroeconomic policies such as monetary policy and fiscal policy, and environmental factors that can affect a country's performance and enhance economic growth. CLO3. Describe the challenges and opportunities that countries are facing today such as inflation, net capital outflow, trade deficit/ surplus, budget deficit/surplus, investment, and national saving, economic fluctuations...
	Skill	CLO4. Explain the macroeconomic practices of an organization through assignments and presentations. CLO5. Develop communication skills via in-class presentations (70% of students get 2/4 in the skill assessment rubrics). CLO6. Develop teamwork skills via group assignments (70% of students get 2/4 in the skill assessment rubrics).
	Attitude	CLO7. Apply professional ethics, moral, and proper understanding of integrity, responsibility, accountability.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Measuring a Nation’s Income	1	I, T
	Measuring Cost of Living	1	I, T
	Production and Growth	1	I,T, U
	Saving, Investment and Financial Investments	1	T, U
	Unemployment Rate	1	I, T
	The Monetary System	2	I, T
	Money Growth & Inflation	1	I, T
	Open- Economy Macroeconomics: Basic Concepts	1	I, T
	A Macroeconomic Theory of the Open Economy.	1	T, U
	Aggregate Demand and Aggregate Supply	2	I, T
The Influence of Monetary and Fiscal Policies on Aggregate Demand	2	T, U	
Short-run tradeoffs between inflation and the unemployment rate	1	T, U	
Examination forms	Multiple-choice questions, short-answer questions / essays		
Study and examination requirements	- Attend more than 80% of contact hours in order to be accepted to the final examination - Actively participate in class activities - Fulfill tasks given by the instructor after class - Use their own laptop in class only for learning purposes - Read the text book in advance Access the course Blackboard for up-to-date information and material of the course.		
Reading list	Main textbooks: Mankiw, N.G., 2017, Principles of Macroeconomics or Principles of Economics, 8th Edition, South-Western, Cengage Learning. (Version 1) or Mankiw, N.G., 2017, Principles of Economics, 8th Edition, South- Western, Cengage Learning (Version 2)		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Measuring a nation's income • Measurement of GDP • Components of GDP • Characteristics of GDP • Real versus Nominal GDP • GDP and Economics Well-Being	1,2,5	Tests Peer evaluations Class-performance evaluations	Lecture, Group discussion, Group's assignment guidelines	Textbook, Chapter 23
2	Measuring the Cost of Living • The Consumer Price Index • Correcting Economic Variables for the Effects of Inflation • GDP Deflator versus Consumer Price Index • Real and Nominal Interest Rate	1,2,5	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 24
3	Production and Growth • Economic Growth around the World • Productivity: Its Role and Determinants • Economic Growth and Public Policies. • The Importance of the Long-term growth.	1-3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 25

4	Saving, Investment and the country's financial system - Financial institutions in the US. Economy - Saving, Investment in the national income - Accounts - Market for loanable fund	1,4	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 26
5	Unemployment and Its Natural Rate - Identifying Unemployment - Job Search - Minimum-Wage Laws - Unions and Collective Bargaining - Theories of Efficiency Wages	1,2, 3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 28
6 + 7	The Monetary System - The Meaning of Money - The Federal Reserve System - Banks and the Money Supply	1,4,5	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 29
8	Money Growth and Inflation - The Classical Theories of Inflation - The Costs of Inflation	1, 3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 30
9	Midterm				

10	Open-Economy Macroeconomics: Basic Concepts • The International Flows of $\text{d}v_f$ Capital • The Price of International Transactions: Real and Nominal Exchange Rate • The First Theory of Exchange rate determination: • Purchasing Power Parity	1,2,3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 31 Case study: The Nominal Exchange rate during a
11	A Macroeconomic Theory of the Open Economy. • Supply and Demand for Loanable Funds and For Foreign Currency Exchange • Equilibrium in the Open Economy • How policies and Events affect an Open Economy	2-4	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 32
12+13	Aggregate Demand and Aggregate Supply • Three key facts about the economic fluctuation. • Explaining short-run economic fluctuation • The aggregate Demand Curve (AD) • The Aggregate Supply Curve (AS) • Two causes of economic fluctuations	1-5	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion Submission of group assignments.	Textbook, Chapter 33

14+ 15	The Influence of Monetary and Fiscal Policies on Aggregate Demand • How Monetary policy influences Aggregate Demand? • How fiscal policy influences Aggregate demand • Using policies to stabilize the economy.	4, 6	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 34
16	The Short-run tradeoff between inflation and unemployment. • The Phillips Curve • Shifts in the Phillips curve: The role of Expectation • Shifts in the Phillip curves: the Role of supply shocks • Cost of reducing	LO3-6	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook: Chapter 35
	inflation				
17	Final exam				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
In-class exercises/quizzes (10%)	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass
Homework exercises (20%)	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass
Mid-term exam (30%)	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass
Final exam (40%)	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLAR Y ≥ 90%
Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs.	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited

			Some possible problems with source citations		correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 23/08/2022

Head/Dean of Department/School

A/Prof. Hà Minh Trí



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: PRINCIPLES OF MANAGEMENT

Course Code: **BA123IU**

1. General information

Course name	- Principles of Management - Nguyên lý quản trị
Course designation	This subject will provide the fundamental theories and concepts of management as they apply within the contemporary work environment.
Course type	☒ <i>General knowledge</i> ☐ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	English
Language	.....
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture; Case study; Group discussion
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 Contact hours: 34 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 86 (reading, research, working on group assignments)
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)

Number of periods	Theory: 45 Practice: 0		
Required and recommended prerequisites for joining the course	None		
Course objectives	Students will be provided with the fundamental theories and concepts of management as they apply within the contemporary work environment. The course is an introduction to the basic concepts on management roles such as planning and controlling, organization, leadership and motivation. Through this course, students will become acquainted with different management approaches and the challenges for management in the twenty-first century.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge (I, R)	CLO1. Identifying how managers use leadership theories, motivation theories, and other basic concepts of teamwork and communication in highperformance organizations through group assignments. CLO2. Explain four management functions: planning, organizing, leading, and controlling CLO3. Describe the challenges and opportunities that organizations are facing today such as globalization, diversity, technology, and social responsibility.	
	Skill (R)	CLO4. Explain the managerial practices of an organization through assignments and presentations. CLO5. Develop communication skills via in-class presentations (70% of students get 2/4 in the skill assessment rubrics). CLO6. Develop teamwork skills via group assignments (70% of students get 2/4 in the skill assessment rubrics).	
	Attitude	CLO7. Follow ethical issues in managerial situations.	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introducing Management	1	I, T
	Management Learning Past to Present	1	I, T
	Environment, Innovation, and Sustainability	1	I, T

	Global Management and Cultural Diversity	1	T, U
	Planning Processes and Techniques	1	I, T
	Control Processes and Systems	1	I, T
	Organization Structures and Designs	1	I, T
	Leading and Leadership Development	2	I, T
	Individual Behavior	1	T, U
	Motivation Theory and Practice	2	I, T
	Teams and Teamwork	1	T, U
	Communication and Collaboration	1	T, U
Examination forms	Short-answer questions		
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.		
Reading list	[1] Schermerhorn, John R. 2013. Management. 12th ed. John Wiley & Sons, Inc. [2] Schermerhorn, J., Davidson, P., Woods, P., Factor, A., Simon, A. and McBarron, E., 2017. Management, 6th Asia-Pacific Edition. 6th ed. Sydney: John Wiley. [3] Griffin, Risky W. 2022. Fundamentals of Management. 10th ed. Cengage		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessment	Learning activities	Resources
1	Chapter 1: Introduction to Management	1;2;	MCQs; analysis Case	Lecture, Group discussion, Group's assignment guidelines	[1] Chapter 1.
2	Chapter 2: Management Learning Past to Present	1;2;3	MCQs; analysis Case	Lecture, Group discussion	[1] Chapter 2.

3	Chapter 4: Environment, Innovation, and Sustainability	1;2;3	MCQs; analysis Case	Lecture, Group discussion	[1] Chapter 4.
4	Chapter 5: Global Management and Cultural Diversity	1;2;3	MCQs; analysis Case	Lecture, Group discussion	[1] Chapter 5.
5	Chapter 8: Planning Processes and Techniques	2; 4	MCQs; analysis Case	Lecture, Group discussion	[1] Chapter 8.
6	Chapter 9: Control Processes and Systems	2; 4	MCQs; analysis Case	Lecture, Group discussion	[1] Chapter 9.
7	Chapter 11: Organization Structures and Designs	2; 4	MCQs; analysis Case	Lecture, Group discussion	[1] Chapter 11.
8	Group assignments	4; 5; 6; 7	Oral presentation (70%*)	Oral Presentations; Q&A (for CLO 7); Feedback	
9	MIDTERM EXAM	1;2;3;4;5;6;7	Short-answer questions; MCQs; Case analysis 70%*		
10	Chapter 14: Leading and Leadership Development	2; 4	MCQs; analysis Case	Lecture, Group discussion	[1] Chapter 14.
11	Chapter 15: Individual Behaviour	2; 4	MCQs; analysis Case	Lecture, Group discussion	[1] Chapter 15.
12	Chapter 16: Motivation Theory and Practice	2; 4	MCQs; analysis Case	Lecture, Discussion,	[1] Chapter 16.
14	Chapter 17: Teams and Teamwork	1; 6; 7	MCQs; analysis Case	Lecture, Group discussion	[1] Chapter 17.
	Chapter 18: Communication and Collaboration	1; 5; 7	MCQs; analysis Case	Lecture, Group discussion	[1] Chapter 18.
15	Group assignment	4; 5; 6; 7	MCQs; analysis Case	Oral Presentations; Q&A (for CLO 7); Feedback	

16	Final examination	1;2;3 ;4;5; 6;7	Short- answer questions; MCQs; Case analysis 70%*		

Note:* Target that 70% of students having scores greater than 70 out of 100.

4. Assessment plan

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. **Date revised:** August 23, 2022.

7. **Course coordinator/Lecturer**

- School/Department:
- Email:

Ho Chi Minh City, 23/08/2022

Head/Dean of Department/School



A/Prof. Hà Minh Trí



VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY

COURSE SYLLABUS

General Law

PE021IU

1. General information

Department	Office of Academic Affairs
Course classification	Foundation course
Course designation	Face to face
Semester(s) in which the course is taught	All semesters in each academic year
Person responsible for the course	Dr. Vo Tuong Huan LLM. Bui Doan Danh Thao
Language	English
Relation to curriculum	Compulsory
Teaching methods	Student-centred approach
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 hours Contact hours (lecture, in class discussions): 37.5 hours (=45 periods) Private study including examination preparation, specified in hours ¹ : 90 hours
Credit points	3
Required and recommended prerequisites for joining the course	N/A

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	The overarching aims of this course are to: • Provide essential knowledge of Vietnamese legal system through integrated technology and real cases for social and cultural sustainability. • Raise awareness of responsibility toward others and how to stand for ending all types of legal violations, especially corruption in various social contexts. • Practice necessary skills to act as an ambassador to ensure social fairness and global equitable rights. • Use integrated online legal resources and communication tools to help the community to identify issues and develop countermeasures.	
Course learning outcomes	Upon the successful completion of this course, students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Apply appropriate legal knowledge in the Vietnamese legal system to solve legal issues in various social contexts for a fair sustainable lifelong being. CLO1.1. Apply general knowledge on state and law to solve legal issues in various social contexts for a fair sustainable lifelong being. CLO1.2. Apply principle legal norms in some law branches such as constitution, civil, criminal, labor and administrative law to solve legal issues in various social contexts for a fair sustainable lifelong being.
	Skill	CLO2. Communicate knowledge in the Vietnamese legal system to encourage people to raise their legal rights aiming for fair social/cultural moves. CLO3. Integrate ICTs to solve legal issues in various social contexts.
	Attitude	CLO4. Detect the responsibility to ensure social and cultural fairness, including ending corruption, in various social contexts through understanding importance of law in social contexts. CLO5. Respond to the base for coexistence in various social contexts.
Content	The course will introduce students to Vietnamese legal systems. In particular, students will understand their rights and obligations in the Constitution, Criminal law, administrative law, civil law, labor law and enterprise law of Vietnam. From this, students will raise awareness towards their responsibility to ensure justice, including ending corruption, in society.	
Examination forms	Multiple choice questions Case-based exams Essay exams Oral exams	

Study and examination requirements	To pass this course, the students must: • Achieve a composite mark of at least 50; and • Make a satisfactory attempt at all assessment tasks (see below). GRADING POLICY Grades can be based on the following: <table border="1" data-bbox="488 401 1430 604"> <tr> <td>Assignment</td><td>20%</td></tr> <tr> <td>Midterm examination</td><td>30%</td></tr> <tr> <td>Final examination</td><td>50%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table> COURSE POLICIES Attendance Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes they may be refused final assessment. Exemptions may only be made on eligible medical grounds. Workload It is expected that the students will spend at least <i>six</i> hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities. General Conduct and Behaviour The students are expected to conduct themselves with consideration and respect for the needs of fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. The use of laptops is also encouraged during law lessons only to search for materials online. More information on student conduct is available on the university webpage. Keeping informed The students should take note of all announcements made in lectures or on the course's Blackboard, and another announced mean of communications. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information. Academic honesty and plagiarism Plagiarism is the presentation of the thoughts or work of another as one's own. Students are also reminded that careful time management is an important part of the study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and	Assignment	20%	Midterm examination	30%	Final examination	50%	Total	100%
Assignment	20%								
Midterm examination	30%								
Final examination	50%								
Total	100%								

	the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct and has very strict rules regarding plagiarism. Special consideration Requests for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs. Absence on the Mid-term is not allowed, or in special cases approved by Lecturer can be replaced with relevant Assignment. Meeting up with the lecturers after classes Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.
Reading list	Please note that it is very important to gain familiarity with the subject matter in the readings and cases available on Blackboard and the internet <i>before</i> attendance in classes. Required Course Texts and Materials <u>Legal Texts:</u> 1. Constitution of Vietnam - 2013 2. Civil Code of Vietnam - 2015 3. Criminal Code of Vietnam – 2015 (amended in 2017) 4. Law on Law on Handling of Administrative Violations 2012 5. Law on Enterprises – 2020 6. Labour Code 2019 7. Law on anti-corruption 2018 Available at https://luatvietnam.vn/ or Blackboard <u>Books:</u> • PGS.TS. Phan Trung Hien, <i>Giáo trình Pháp Luật Đại cương</i>, NXB Chính Trị Quốc Gia Sự Thật 2022. • Mai Hong Quy (Chief Editor) (2nd 2017), <i>Introduction to Vietnamese Law</i>, Hong Duc Publishing House. <u>Additional materials provided in Blackboard</u> The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However, this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the added benefit of class interaction and demonstration. Optional Course Texts and Materials <u>Recommended Internet sites</u> UNCTAD (United Nations Conference on Trade and Development) WTO (World Trade Organization) MOIT - Vietnam (Official website of Ministry of Industry and Trade) MPI - Vietnam (Official website of Ministry of Planning and Investment)

	<u>Other Resources, Support and Information</u> Additional learning assistance is available for students in this course and will be made available on Blackboard. Academic journal articles are available through connections via the VNU - Central Library. Recommended articles will be duly informed to the students. <u>Books:</u> • Nguyen Phu Trong, <i>Kiên quyết, kiên trì đấu tranh phòng, chống tham nhũng, tiêu cực, góp phần xây dựng đảng và nhà nước ta ngày càng trong sạch, vững mạnh</i>, NXB Chính Trị Quốc Gia Sự Thật 2023. • University of Law Ho Chi Minh City, <i>Giáo trình luật Hiến pháp Việt nam</i>, NXB Hồng Đức 2023. • University of Law Ho Chi Minh City, <i>Giáo trình Luật hành chính</i>, NXB Hồng Đức 2022. • University of Law Ho Chi Minh City, <i>Giáo trình Luật hình sự Việt Nam</i>, NXB Hồng Đức 2022. • University of Law Ho Chi Minh City, <i>Giáo trình Luật dân sự Việt Nam</i>, NXB Hồng Đức 2022. • University of Law Ho Chi Minh City, <i>Giáo trình Luật lao động Việt Nam</i>, NXB Hồng Đức 2022. • University of Law Ho Chi Minh City, <i>Giáo trình pháp luật về chủ thể kinh doanh</i>, NXB Hồng Đức 2022.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (SLO) (1-5) and Program/Student Learning Outcomes (PLO/SLO) (1 - 10) is shown in the following table:

SLO	PLO/SLO									
	1	2	3	4	5	6	7	8	9	10
1	R,M					R,M	R,M	R,M	R,M	R,M
2			R,M							
3			R,M							
4				R,M						
5					R,M					

R: Reinforced

M: Mastery

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to State • What is State? • Nature of state • Forms of state • Functions of state • Introduction to structure of Vietnamese state	1-5 (level I - introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT - Introduction to Vietnamese legal system available on Blackboard

2	Introduction to law? • What is law? • Nature of law • Forms of law • Structure of law • Categorization of legal system. • Enforcement • Breach of law and liabilities for breach of law • Introduction to structure of Vietnamese legal system	1-5 (level I - introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT - Introduction to Vietnamese legal system available on Blackboard
3	Constitutional Law • General introduction on Vietnamese Constitution and its nature and basic principles. • Political, economic and other regimes of Vietnam • Basic rights and responsibilities of citizens. Relationship between citizens and the State. • Structure, functions and duties of Vietnamese state, especially in prevention of corruption	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPTs – Constitutional law available on Blackboard Constitution 2013 available on Blackboard
4	Constitutional Law (Cont) • Structure and functions and duties of Vietnamese state • Duties of the state in prevention of corruption	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPTs – Constitutional law available on Blackboard Constitution 2013 available on Blackboard
5	Administrative Law • Definition and nature of administrative law • Administrative law violations • Liabilities for breach of administrative law, exemption from the liability	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies and law on anti-corruption	PPT– Administrative law available on Blackboard Law on handling administrative violations 2012, and Law on anti-corruption 2018 available on Blackboard
6	Criminal Law • Definition and nature of criminal law	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance	Discussions Case studies, especially cases related	PPT– Criminal law available on Blackboard

	- Crimes - Punishments		evaluations	to corruption	Criminal code 2015 available on Blackboard
7	Criminal Law (Cont) - Crimes related to corruption - Punishments for corruption	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies, especially cases related to corruption	PPT– Criminal law available on Blackboard Criminal code 2015 available on Blackboard
8	Revision for mid-term exam		Quizzes Projects		
9	Civil Law (Part I) - Definition and nature Civil law relationship - Subject of civil law - Property and ownership - Civil transactions	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard Civil code 2015 available on Blackboard
10	Civil Law (Part II) - Contracts - Definitions - Formation of contracts - Validity of contracts - Liability for breach of contracts	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard Civil code 2015 available on Blackboard
11	Civil Law (Part III) - Inheritance - Testamentary inheritance - Intestacy	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard Civil code 2015 available on Blackboard
12	Law on Enterprises - Introduction to law on enterprises - Introduction to forms, features, establishment, reorganization and dissolution of an enterprise	1-5 (Level I - Introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Law on enterprises available on Blackboard Law on enterprises 2020 available on Blackboard
13	Labor Law - Definition, and nature of labour law - Employees and employers - Working time, and resting time - Salary (including salary for overtime working hours)	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Labor law available on Blackboard Labor code 2019 available on Blackboard
14	Labour Law (Cont.)	1-5 (Level M -	Tests Peer evaluations	Discussions Case studies	PPT– Labor law available on

	• Employment contracts • Labor disciplines • Dispute settlements	Mastery)	Class-performance evaluations		Blackboard Labor code 2019 available on Blackboard
15	Revision/ Tutoring classes		Quizzes Projects		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
In class evaluation (20%)	70% pass	80% pass	100% pass	100% pass	100% pass
Midterm examination (30%)	70% pass	80% pass	100% pass	100% pass	100% pass
Final examination (50%)	70% pass	80% pass	100% pass	100% pass	100% pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

No.	CLOs	Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
1	CLO 1	Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and non-tangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
2		Originality and usefulness of the analysis	Shows no ability to identify legal issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify legal issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify legal issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
3		Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
4	CLO2	Use of frameworks	Shows no effort to structure	Shows limited ability to structure	Shows effort to link problems with the theoretical	Shows ability to structure problems in	Shows ability to structure problems in correspondence to

			problems in correspondence to theoretical frameworks	problems in correspondence to theoretical frameworks	frameworks. There are still some mistakes	correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	theoretical frameworks correctly. The problems are well resolved
5		Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

Ho Chi Minh City, May 2023
Head of Office of Academic Affairs



Huỳnh Khả Tú



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: INTRODUCTION TO PSYCHOLOGY

Course Code: **BA118IU**

1. General information

Course name	- Introduction to Psychology - Giới thiệu về Tâm lý học
Course designation	Introduction to Psychology focuses on the application of scientific psychology to human life. Emphasis is on "normal" behavior and its antecedents. Includes the study of broad categories of human behavior through various psychological models, Psychology is an introductory course that studies the foundations of human behaviors, thoughts, and emotions. The course will approach various topics from a scientific perspective, using systematic investigation and critical thinking methods rather than personal impressions and "common sense". The knowledge of Psychology is very useful for students who need to learn people as producers and consumers. Employing interactive learning and problem-based teaching approach, this course emphasizes the interaction between the lecturer and students. The lecture materials will be introduced to help the students preview the materials and concentrate on listening and critical thinking during the lecture. This will help students interact with the lecturer in the classroom. The session for presentations and discussions comprises case studies as well as answering some theoretical and conceptual questions, which help the students see how the concepts are applied in the international business context. Students will present and discuss related cases with their peers.
Course type	☒ <i>General knowledge</i> ☐ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Mr. Nguyễn Hải Trung
Language	English

Relation to curriculum	☐ Compulsory ☒ Elective								
Teaching methods	lectures and scheduled presentations/discussions								
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90								
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	None								
Course objectives	The chief aims of this course are for students to learn: The subject of human behavior, The methods of social sciences, The resources for continuous learning after the course, The applications in both professional and personal realms, and The enjoyment of learning.								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1" data-bbox="443 1360 1404 1738"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Define and explain basic psychological concepts.</td></tr> <tr> <td>Skill</td><td> CLO2: Apply psychological principles to personal growth and other aspects of everyday life. CLO3: Psychology explains general principles that govern behavior while recognizing individual differences. </td></tr> <tr> <td>Attitude</td><td>CLO4: Develop basic teamwork, written and verbal communication skill.</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Define and explain basic psychological concepts.	Skill	CLO2: Apply psychological principles to personal growth and other aspects of everyday life. CLO3: Psychology explains general principles that govern behavior while recognizing individual differences.	Attitude	CLO4: Develop basic teamwork, written and verbal communication skill.
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Define and explain basic psychological concepts.								
Skill	CLO2: Apply psychological principles to personal growth and other aspects of everyday life. CLO3: Psychology explains general principles that govern behavior while recognizing individual differences.								
Attitude	CLO4: Develop basic teamwork, written and verbal communication skill.								
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>								

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

	Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Discovering Psychology?	1	I, T
	Sensation and Perception	1	I, T
	Learning	1	I, T
	Memory Remembering and Forgetting	1	I, T
	Intelligence Emotional Intelligence	1	
	Motivation	1	
	Personality	1	
	Adolescence and adulthood	1	
	Health, Stress and Coping	1	
	Anxiety disorder, Mood Disorder and Therapies	1	
	Social Psychology	1	
	Cialdini's 6 Principles of Persuasion	1	
	Love	1	
Examination forms	Multiple-choice questions, short-answer questions, writing questions, writing essay		
Study and examination requirements	Workload It is expected that the students will spend at least <i>six</i> hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater. Under-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities. Attendance Regular and punctual attendance is expected for this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they will not be allowed to take the final exam. Exemptions may only be made on medical grounds. General Conduct and Behaviors The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts		

	or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. ore information on student conduct is available at <u>the university webpage</u>. Keeping informed The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.
Reading list	<i>Please note that it is very important to gain familiarity with the subject matter in the readings prior to attendance in classes.</i> Textbook required: Rod Plotnik and Haig Kouyoumdjian, <i>Introduction to Psychology</i>, ninth edition Further reading: Helen Fisher, <i>Anatomy of Love – A natural history of Mating Marriage and Why we Stray</i>, 2016. Robert B. Cialdini, <i>Influence – the Psychology of Persuasion</i>, 2007 David H. Barlow, <i>Clinical Handbook of Psychological Disorders</i>, 2008 Other Resources, Support and Information Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the VNU - Central Library. Recommended articles will be duly informed to the students.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (SLO) (1-6) is shown in the following table:

PLOs							
CLOs	1	2	3	4	5	6	
1	I,R						
2			I,R				
3				I,R			
4						I,R	

3. Planned learning activities and teaching methods

Week	Topic	Textbook	Class Activities
Week 1	Introduction to the Class		Group register
Week 2	Discovering Psychology?	Modules 1	Class Discussion Topic 1: What is your favorite psychology topic?
Week 3	Sensation and Perception	Module 6	Class Discussion Topic 2A: Choose your favorite case about sensation and perception (E.g. Why most Fast-Food restaurant choose Red as their main logo color?) You can choose another related topic, but please consult with me in advance. Topic 2B: Different perception about love/beauty/money/happiness
Week 4	Learning	Module 9 Module 10	Group presentation and Class Discussion Topic 3: Should we use punishment or reinforcement to improve people performance (You can choose to work either in Education, Human Resource Management, or social life field)
Week 5	Memory Remembering and Forgetting	Modules 11 Module 12	Group presentation and Class Discussion Topic 4: Explain how 3 main types of memory work in a marketing funnel? (For this topic, you should choose a specific brand to analyze)
Week 6	Intelligence Emotional Intelligence	Modules 13 Modules 16	Group presentation and Class Discussion Topic 5A: The importance of applying multiple intelligence theory in career orientation. Topic 5B: The importance of Emotional Intelligence in study and work.(you should compare and contrast people with high and low EQ)

Week 7	Motivation	Module 15	Group presentation and Class Discussion Topic 6: What motivates us to work? Is money the most wanted reward in an organization? (Think about when you graduate, which factors may affect your career selection)
Week 8	Personality	Module 19 Module 20	Group presentation and Class Discussion Topic 7: How much do you understand yourself? (Pros and Cons of each element in Big 5 traits) How your personality fit with your dream job?
	Midterm exam week	Cover class 2,3,4,5,6,7,8	
Week 9	Adolescence and adulthood	Module 18	Group presentation and Class Discussion Topic 8: The effects of Generation gap between parents and children - Common problems and how to overcome
Week 10	Health, Stress and Coping	Modules 21	Group presentation and Class Discussion Topic 9: How stress affects student life and how to deal with it? (You should define the stressors before discussing about the solution)
Week 11	Anxiety disorder, Mood Disorder and Therapies	Module 22 Module 23 Module 24	Group presentation and Class Discussion Topic 10: People awareness of Major Depressive Disorder, when and how to seek for help.
Week 12	Social Psychology	Module 25	Group presentation and Class Discussion Topic 11: How social proof influence people purchasing decision. Topic 12: Social Psychology in Investment

Week 13	Cialdini's 6 Principles of Persuasion	Lecturer's material	Group presentation and Class Discussion Topic 13: Apply principles of Persuasion to analyze how a livestream affect customer purchasing decision (You can choose a specific Livestream and analyze it)
Week 14	Love	Lecturer's material - Helen Fisher	Group presentation and Class Discussion Topic 14: Sex before marriage, should or should not? Pros and Cons of each decision.
Week 15	Final review Make up presentation		
Week 16	Final exam	Covers class 9,10,11,12,13,14,15	

4. Assessment plan

Assessment Type	Weight	CLO1	CLO2	CLO3	CLO4
Quizzes + Group presentation	30%	50% Pass	50% Pass	50% Pass	50% Pass
Midterm exam	30%	50% Pass	50% Pass	50% Pass	50% Pass
Final exam	40%	50% Pass	50% Pass	50% Pass	50% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Grading rubric for presentation

	Capstone 3	Milestone 2	Benchmark 1

Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's
Central Message	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Grading rubric for essay

	Capstone 4	Milestones 3 2		Benchmark 1
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Sources and Evidence	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

6. Date revised: 18/07/2022.

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024
DEAN OF SCHOOL OF BUSINESS

A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: INTRODUCTION TO SOCIOLOGY

Course Code: **BA197IU**

1. General information

Course name	- Introduction to Sociology - Giới thiệu về Xã hội học
Course designation	Introduction to Sociology is designed to introduce the student to the broad and exciting field of the sociology as an academic discipline. The course will focus on the field of sociology and its key terminologies, theories, and themes as they relate to the study of management and business as well as modern society. The knowledge provided by this course will facilitate the development of awareness of the language and methodology associated with academic study. This course will utilize an interdisciplinary approach to study and understand human behavior and various contemporary social issues.
Course type	☒ <i>General knowledge</i> ☐ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Dr. Tôn Nữ Ngọc Hân Email: tnnhan@hcmiu.edu.vn Microsoft Teams ID: tnnhan@hcmiu.edu.vn
Language	English
Relation to curriculum	☐ Compulsory ☒ Elective
Teaching methods	..... .....

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90	
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	This introductory course provides students with an understanding of sociology in general as an academic discipline, and equips students with an analytical perspective of society and everyday life through social theories in particular. Students will have the opportunities to analyze the ways in which people interact and function in social groups. It is a practical as well as theoretical study, including culture, values, and norms, social stratification, conformity, deviance, urban living, social change, and social movements. By learning how to apply theory to empirical examples, the students will develop their “sociological imagination”, and cultivate an open perspective to understand their behavior, society, and other cultures.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Know and understand the underlying concepts and principles of sociology as they relate to the study of business management.
	Skill	CLO2. Organize ideas gained from theoretical understanding of sociology and apply them to business and management situations.
	Attitude	CLO3. Being aware of unethical and illegal behaviors and actions
Content	Multiple-choice questions, short-answer questions, writing questions, writing essay	

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Examination forms	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Study and examination requirements	Main textbook: (Schaefer, 2019)(Schaefer, 2022) Schaefer, R. T. (2019) <i>Sociology: A Brief Introduction</i> . 13th edn. New York: McGraw-Hill Higher Education. Schaefer, R. T. (2022) <i>Sociology: A Brief Introduction</i> . 14th edn. McGraw-Hill Education.
Reading list	Multiple-choice questions, short-answer questions, writing questions, writing essay

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO									
CL O	1	2	3	4	5	6				
1	X									
2	X		X							
3				X						

3. Planned learning activities and teaching methods

Week	Topic	Reading	CLO	Learning activities	Sources
1	Class introduction and Group registration				
2	Understanding Sociology – Part 1	Textbook, Chapter 1	1, 2, 3	Lecture, Discussion	(Schaefer, 2022)
3	Understanding Sociology – Part 2	Textbook, Chapter 1	1, 2, 3	Lecture, Discussion	(Schaefer, 2022)
4	Culture – Part 1	Textbook, Chapter 3	1, 2, 3	Lecture, Presentation, Discussion	(Schaefer, 2022)
5	Culture – Part 2	Textbook, Chapter 3	1, 2, 3	Lecture, Presentation, Discussion	(Schaefer, 2022)
6	Social Interaction, Groups, and Social Structure – Part 1	Textbook, Chapter 5	1, 2, 3	Lecture, Discussion	(Schaefer, 2022)
7	Social Interaction, Groups, and Social Structure – Part 2	Textbook, Chapter 5	1, 2, 3	Lecture, Discussion	(Schaefer, 2022)

8	Review for Midterm Exam				
9 - 10	Mid-term exam	No class			
11	The Family and Household Diversity	Textbook, Chapter 12	1, 2, 3	Lecture, Presentation, Discussion	(Schaefer, 2022)
12	Stratification by Gender and Sexuality	Textbook, Chapter 11	1, 2, 3	Lecture, Presentation, Discussion	(Schaefer, 2022)
13	Deviance, Crime, and Social Control	Textbook, Chapter 7	1, 2, 3	Lecture, Presentation, Discussion	(Schaefer, 2022)
14	Sociological Research	Textbook, Chapter 2	1, 2, 3	Lecture, Discussion	(Schaefer, 2022)
15	Mass Media and Social Media	Textbook, Chapter 6	1, 2, 3	Lecture, Presentation, Discussion	(Schaefer, 2022)
16	Health, Population, and the Environment	Textbook, Chapter 15	1, 2, 3	Lecture, Presentation, Discussion	(Schaefer, 2022)
17	Review for Final exam				
18	Reserved week				
19-20	Final exam	No Class			

4. Assessment plan

Assessment Type	Weight	CLO1	CLO2	CLO3
Attendance, class participation, group presentation, group assignments, individual assignments	30%	50% Pass	50% Pass	50% Pass
Midterm exam	30%	50% Pass	50% Pass	50% Pass
Final exam	40%	50% Pass	50% Pass	50% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

All questions in midterm and final exams are evaluated, according to ACBSP and Bloom taxonomy, topic, learning objective, program and course learning outcomes, and difficulty.

Rubrics for writing essay and presentation

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification.	Generally organised logically, with	Clear organization and progression.	Response is focused, detailed and nontangential.

		Limited evidence of coherence Ideas lack consistence	evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Responds appropriately and relevantly, although some ideas are underdeveloped.	Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved

Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised: 19/06/2024.

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024
DEAN OF SCHOOL OF BUSINESS



A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: STATISTICS FOR BUSINESS

Course Code: **BA080IU**

1. General information

Course name	- Statistics for business - Thống kê ứng dụng trong kinh doanh
Course designation	This course is an introduction to basic statistical concepts and methods that are widely used in economics, finance, accountancy, marketing, and business more generally. Emphasis is placed on applying statistical methods to draw inferences from sample data in order to inform decision-making. The course covers two main branches of statistics: descriptive statistics and inferential statistics. Descriptive statistics includes collecting data, summarising and interpreting them through numerical and graphical techniques. Inferential statistics includes selecting and applying the correct statistical technique in order to make estimates or test claims about a population based on a sample. Topics covered also include time series analysis. In this course, students will learn to solve statistical problems in an Excel spreadsheet environment. Students are also required to work in small groups; this will develop the skills required to work effectively and inclusively in groups, as in a real work environment.
Course type	☒ <i>General knowledge</i> ☐ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	PhD. Nguyen Ba Trung
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective

Teaching methods	Student-centered approach								
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours¹: 90								
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)								
Number of periods	Theory: 45. Practice: 0								
Required and recommended prerequisites for joining the course	None								
Course objectives	The aim of this course is to examine various concepts in probability and statistics. This course also discusses various statistical techniques and the use of them in practical situations. Key topics of this course include descriptive statistics, discrete and continuous random variables, sampling and sampling distributions, confidence intervals, hypothesis testing, analysis of variance, simple linear and multiple regressions								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td> CLO1: Describe the key statistical concepts, tools, and techniques used in business. CLO2: Describe different research methodologies in business </td></tr> <tr> <td>Skill</td><td> ● CLO3: Know how to work within a team </td></tr> <tr> <td>Attitude</td><td> ● CLO4. State the ethical requirements of business statistics </td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Describe the key statistical concepts, tools, and techniques used in business. CLO2: Describe different research methodologies in business	Skill	● CLO3: Know how to work within a team	Attitude	● CLO4. State the ethical requirements of business statistics
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Describe the key statistical concepts, tools, and techniques used in business. CLO2: Describe different research methodologies in business								
Skill	● CLO3: Know how to work within a team								
Attitude	● CLO4. State the ethical requirements of business statistics								

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>																																							
	Weight: lecture session																																							
	Teaching levels: I (Introduce); T (Teach); U (Utilize)																																							
	<table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Overview of Statistics</td><td>1</td><td>I, T</td></tr><tr><td>Data collection</td><td>1</td><td>I, T</td></tr><tr><td>Describing Data Visually</td><td>1</td><td>I, T</td></tr><tr><td>Descriptive statistics</td><td>1</td><td>I, T</td></tr><tr><td>Probability</td><td>1</td><td>I, T</td></tr><tr><td>Discrete Probability Distributions</td><td>1</td><td>I, T</td></tr><tr><td>Continuous Probability Distributions</td><td>1</td><td>I, T</td></tr><tr><td>Sampling Distributions and Estimation</td><td>1</td><td>I, T</td></tr><tr><td>One-Sample Hypothesis Tests</td><td>1</td><td>I, T</td></tr><tr><td>Two-Sample Hypothesis Tests</td><td>1</td><td>I, T</td></tr><tr><td>Analysis of Variance</td><td>1</td><td>I, T</td></tr><tr><td>Simple Regression</td><td>1</td><td>I, T</td></tr></table>	Topic	Weight	Level	Overview of Statistics	1	I, T	Data collection	1	I, T	Describing Data Visually	1	I, T	Descriptive statistics	1	I, T	Probability	1	I, T	Discrete Probability Distributions	1	I, T	Continuous Probability Distributions	1	I, T	Sampling Distributions and Estimation	1	I, T	One-Sample Hypothesis Tests	1	I, T	Two-Sample Hypothesis Tests	1	I, T	Analysis of Variance	1	I, T	Simple Regression	1	I, T
	Topic	Weight	Level																																					
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Analysis of Variance	1	I, T																																						
Simple Regression	1	I, T																																						
Examination forms	Essay exams																																							
Study and examination requirements	Attend more than 80% of contact hours in order to be accepted to the final examination Actively participate in class activities Fulfill tasks given by instructor after class Use their own laptop in class only for learning purpose Read the textbook in advance Access the course Blackboard for up-to-date information and material of the course, for online supports from																																							

Reading list	Textbook: Doane and Seward (2016), Applied Statistics in Business and Economics, 5th, New York: McGraw Hill. Reference Books: Amir D. Aczel, Jayavel Sounder Pandian, (2009), Complete Business Statistics, 7th Edition, McGraw – Hill/Irwin. Anderson, Sweeney, William (2001), Statistics for Business and Economics, 8th edition, Thompson. Additional materials provided in Blackboard: The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration..

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Overview of Statistics	1	Class-performance evaluations	Lecture	
2	Data collection	1,2,4	Group assignment, Examinations	Lecture Discussion Assignments	
3	Describing Data Visually	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	
4	Descriptive statistics	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	
5	Probability	1,3	Group assignment, Examinations	Lecture Discussion	
6	Discrete Probability Distributions	1,3	Group assignment,	Lecture	
			Examinations	Discussion	

7	Continuous Probability Distributions	1,3	Group assignment, Examinations	Lecture Discussion	
8	Midterm				
9	Sampling Distributions and Estimation	1,3	Group assignment, Examinations	Lecture Discussion	
10	One-Sample Hypothesis Tests	1,2,3	Group assignment, Examinations	Lecture, Tutorials Discussion	
11	Two-Sample Hypothesis Tests	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	
12	Analysis of Variance	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	
13	Simple Regression	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	
14	Multiple Regression	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	
15	Group presentation	1,2,3,4	Group presentation	Discussion	
16	Final exam				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Group assignment Attendance, Group report (30%)	x	x	x	x
Midterm exam (30%)	x	x		
Final exam (40%)	x	x		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

GRADING RUBRIC FOR SOLVING PROBLEMS

Criteria	Capstone 4	Milestones		Benchmark 1
		3	2	
Interpretation Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides a somewhat accurate explanation of the information in mathematical forms, but occasionally make minor mistakes in the computation.	Attempts to explain information in mathematical forms but draw incorrect conclusions about what information means.
Representation Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but the resulting mathematical portrayal is partially appropriate or accurate.	Completes conversion of information but the resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently	Calculations attempted are essentially successful and sufficiently	Calculations attempted are either unsuccessful or represent only a	Calculations are attempted but both are unsuccessful and both are not comprehensive
	comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	comprehensively solve the problem.	portion of the calculations required to comprehensively solve the problem.	
Application/Analysis Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, care-qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.

Assumptions Ability to make and evaluate important assumptions in estimation, modeling, and data analysis	Explicitly describes assumptions and provides a compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions and provides a compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions
Communication Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is	Uses quantitative information in connection with the argument or purpose of the work, present it in an effective format and explicates it with consistently high	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less	Uses quantitative information but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent but does not provide adequate explicit numerical support. (May use Quasi quantitative words such as
formatted, presented, and contextualized)	quality	than completely effective format or some parts of the explication may be uneven.		"many," "few," "increasing," "small," and the like in place of actual quantities.).

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School

A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: BUSINESS COMPUTING SKILLS

Course Code: **BA120IU**

1. General information

Course name	- Business Computing Skills - Tin học quản lý
Course designation	This course is designed to combine knowledge of business and information technologies. It explores the breadth of Information and Communications Technology (ICT), including business hardware and software, professional computing ethics and behaviors as well as design information systems. Also, students will be knowledgeable about computing terminology, the fundamentals of database management, presentation graphics and an introduction to data analysis. The course will prepare students to work in a variety of industries, involving business administration, economics, finance, and accounting.
Course type	☒ <i>General knowledge</i> ☐ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	2, 3
Person responsible for the course	Dr. Nguyen, Ngoc Truong Minh Dr. Vuong Quoc Bao
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, Lesson, Practical Problems
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours: 45 (15 hours of lecture and 30 hours of exercise)

	Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	This course accentuates the abilities of computer systems and their applications in business. The course will provide a solid foundation of knowledge about skills that students must develop to effectively use computerized decision tools for typical business problems. Specific objectives include: • explore basic relationships of computer products and concepts • create MS Access objects, enter criteria into data, form expressions and create functions, and customize the appearance of forms and reports • create document templates in MS Word that will help businesses streamline their correspondence, use mail merge, print mailing labels, templates, newsletters, and flyers • analyze data with practical analysis of real business problems and streamline office tasks to present it in a way the managers can use • acquire strong ability in using MS Excel software as tools in decision-making. This course will provide a complete learning in MS Excel.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Summarize different technical knowledge to support management and supervisors. CLO2. Describe written directions and specific documents for business general purposes.
	Skill	CLO3. Identify critically the use of information and communications technologies (ICT).

¹ When calculating contact time, each contact hour is counted as a full hour because the organization of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

		CLO4. Classify Internet and office skills including e-mail management, web research, and document exchange. CLO5. Generalize technical computer-based skills needed to prepare documents, presentations, and spreadsheets using Microsoft's Office Suite Software (including Access, Word, and Excel).																																													
	Attitude	CLO6. Recognize the advantages and disadvantages of ICT and the Internet in general and in business activities particularly.																																													
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table border="1"> <thead> <tr> <th>Topic</th><th>Weight</th><th>Level</th></tr> </thead> <tbody> <tr> <td>Introduction to Information Systems</td><td>1</td><td>I</td></tr> <tr> <td>Computer Hardware and Software</td><td>1</td><td>I</td></tr> <tr> <td>The Internet, Personal Email Account</td><td>1</td><td>I, R</td></tr> <tr> <td>MS Access – Creating Relational Tables</td><td>1</td><td>I, R</td></tr> <tr> <td>MS Access – Basic and Advanced Queries</td><td>1</td><td>I, R</td></tr> <tr> <td>MS Access – Forms and Reports Customization</td><td>1</td><td>I</td></tr> <tr> <td>MS Word – Creating Templates</td><td>1</td><td>I, R</td></tr> <tr> <td>MS Word – Mail Merge and Protecting Documents</td><td>1</td><td>I</td></tr> <tr> <td>MS Excel – Formulas and Functions</td><td>1</td><td>I</td></tr> <tr> <td>MS Excel – Charting</td><td>1</td><td>I</td></tr> <tr> <td>MS Excel – Pivoting Data (Table and Chart)</td><td>2</td><td>I, R</td></tr> <tr> <td>MS Excel – Sorting and Filtering</td><td>1</td><td>I</td></tr> <tr> <td>MS Excel – Data Validation, What-If Analysis</td><td>2</td><td>I, R</td></tr> <tr> <td>MS Excel – Introduction to VBA</td><td>1</td><td>I</td></tr> </tbody> </table>		Topic	Weight	Level	Introduction to Information Systems	1	I	Computer Hardware and Software	1	I	The Internet, Personal Email Account	1	I, R	MS Access – Creating Relational Tables	1	I, R	MS Access – Basic and Advanced Queries	1	I, R	MS Access – Forms and Reports Customization	1	I	MS Word – Creating Templates	1	I, R	MS Word – Mail Merge and Protecting Documents	1	I	MS Excel – Formulas and Functions	1	I	MS Excel – Charting	1	I	MS Excel – Pivoting Data (Table and Chart)	2	I, R	MS Excel – Sorting and Filtering	1	I	MS Excel – Data Validation, What-If Analysis	2	I, R	MS Excel – Introduction to VBA	1	I
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Examination forms	Multiple-Choice Questions, Problem-Solving Questions																																														
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.																																														

	Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] James A. O'Brien, George Marakas (2017), Introduction to Information Systems, 12th edition, Mc-Graw Hill. [2] Ron McFadyen (2021), Relational Databases and Microsoft Access 365. [3] Joan Lambert, Microsoft Word 2019 [4] Michael Alexander, Dick Kusleika (2019), Excel 2019 Bible, Wiley. [5] Hector Guerrero (2016), Excel Data Analysis Modeling and Simulation, Springer.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLOs) (1-6) and Program/Student Learning Outcomes (PLOs) (1-9) is shown in the following table:

	PLOs					
CLOs	1	2	3	4	5	6
1			x		x	
2			x		x	
3					x	
4					x	
5					x	
6				x	x	

3. Planned learning activities and teaching methods

Week	Topics	CLOs	Assessments	Learning Activities	Resources
1	Introduction to Information Systems	3,6	In-class Ex.	Lecture, Discussion, Group Work	[1]
2	Computer Hardware and Software	3,6	In-class Ex.	Lecture, Discussion, Group Work	[1]
3	The Internet, Personal Email Account	3,4,6	In-class Ex. Quiz 1	Lecture, Discussion	[1]

4	MS Access – Creating Relational Tables	1,2,5	In-class Ex.	Lecture, Discussion	[2]
5	MS Access – Basic and Advanced Queries	1,2,5	In-class Ex.	Lecture, Discussion	[2]
6	MS Access – Forms and Reports Customization	1,2,5	In-class Ex. Quiz 2	Lecture, Discussion	[2]
7	MS Word – Creating Templates	1,2,5	In-class Ex.	Lecture, Discussion	[3]
8	MS Word – Mail Merge and Protecting Documents	1,2,4,5	In-class Ex. Quiz 3	Lecture, Discussion	[3]
9-10	Midterm	1,2,3,4,5,6			
11	MS Excel – Formulas and Functions	1,4,5	In-class Ex.	Lecture, Discussion	[4]
12	MS Excel – Charting	1,4,5	In-class Ex.	Lecture, Discussion	[4]
13	MS Excel – Pivoting Data (Table and Chart)	1,4,5	In-class Ex. Quiz 4	Lecture, Discussion	[4]
14	MS Excel – Sorting and Filtering	1,4,5	In-class Ex.	Lecture, Discussion	[4]
15	MS Excel – Data Validation, What-If Analysis	1,4,5	In-class Ex. Quiz 5	Lecture, Discussion	[4]
16	MS Excel – Introduction to VBA	1,4,5	In-class Ex.	Lecture, Discussion	[5]
17	Revision	1,4,5		Review-Test	
18	Final exam	1,4,5			

4. Assessment plan

[illegible]

Final Exam (40%)	x 70% Pass			x 70% Pass	x 70% Pass	

Note: %Pass: Target that % of students having scores greater than 70 out of 100.

5. Rubrics

Grading checklist

Grading checklist for Written Reports			
Student:		HW/Assignment:	
.....			
Date:		Evaluator:	
.....			
	Max	Score	Comments
	.	e	ts
Technical Content (60%)	60		
Abstract clearly identifies purpose and summarizes	10		
principal content			
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
Organization (10%)	10		
Distinct introduction, body, conclusions	5		

Content clearly and logically organized, good transitions	5		
Presentation (20%)	20		
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
Quality of Layout and Graphics (10%)	10		
TOTAL SCORE	100		

Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

Note: This rubric is also used to evaluate questions in an exam.

Analytic rubric

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organization and clarification	No evidence of organization and coherence	Does not organize ideas logically and with clarification. Limited evidence of coherence. Ideas lack consistence	Generally organized logically, with evidence of progression. Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Arguments are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence	Shows limited ability to structure problems in correspondence to	Shows effort to link problems with the theoretical frameworks.	Shows ability to structure problems in correspondence to theoretical frameworks correctly.	Shows ability to structure problems in correspondence to theoretical

	ce to theoretical frameworks	theoretical frameworks	There are still some mistakes	Minor mistakes in resolving problems	frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
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Ho Chi Minh City, 19/06/2024

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VIETNAM NATIONAL UNIVERSITY HCMC

INTERNATIONAL UNIVERSITY

School of Business

COURSE SYLLABUS**Course Name: QUANTITATIVE METHODS FOR BUSINESS**Course Code: **BA168IU****1. General information**

Course name	- QUANTITATIVE METHODS FOR BUSINESS - Phương pháp định lượng trong kinh doanh
Course designation	This subject will familiarize quantitative approaches and mathematical optimization techniques used to address managerial and business issues.
Course type	☒ <i>General knowledge</i> ☐ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Ms. Dang Thi Uyen Thao
Language	English
Relation to curriculum	☐ Compulsory ☒ Elective
Teaching methods	Quizzes, Assignments, Computer Assignments, Lectures, Tutorials, Examinations
Workload (incl. contact hours, self-study)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.):

hours)	45 Private study including examination preparation, specified in hours ¹ : 90						
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)						
Number of periods	Theory: 45. Practice: 0						
Required and recommended prerequisites for joining the course	None						
Course objectives	This course aims to help students to • Provide students with the methodological understanding of quantitative analysis used in business management. • Create an awareness of quantitative analytical tools used in business management. • Use quantitative analytical tools in business management. Engage students in critically evaluating the tools of quantitative analysis.						
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge & Skill</td><td> CLO1. Understand and relate quantitative approaches to problems solving and decision making in business management CLO2. Explain various notions/concepts/principles in time series analysis; and then build and interpret appropriate forecasting models critically CLO3. Work as a collaborative team member CLO4. Recognize appropriate techniques to initiate, plan, execute and control projects and meet challenges and deadlines CLO5. Use computer software for quantitative analysis </td></tr> <tr> <td>Attitude</td><td>CLO6. Recognize the benefits as well as the limits of quantitative analysis in business management</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge & Skill	CLO1. Understand and relate quantitative approaches to problems solving and decision making in business management CLO2. Explain various notions/concepts/principles in time series analysis; and then build and interpret appropriate forecasting models critically CLO3. Work as a collaborative team member CLO4. Recognize appropriate techniques to initiate, plan, execute and control projects and meet challenges and deadlines CLO5. Use computer software for quantitative analysis	Attitude	CLO6. Recognize the benefits as well as the limits of quantitative analysis in business management
Competency level	Course learning outcome (CLO)						
Knowledge & Skill	CLO1. Understand and relate quantitative approaches to problems solving and decision making in business management CLO2. Explain various notions/concepts/principles in time series analysis; and then build and interpret appropriate forecasting models critically CLO3. Work as a collaborative team member CLO4. Recognize appropriate techniques to initiate, plan, execute and control projects and meet challenges and deadlines CLO5. Use computer software for quantitative analysis						
Attitude	CLO6. Recognize the benefits as well as the limits of quantitative analysis in business management						
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>						

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Chapter 1: Introduction to Quantitative Analysis	1	I, T
	Chapter 2: Review probability concepts and applications	1	I, T
	Chapter 3: Decision Analysis	1	I, T
	Chapter 5: Forecasting	1	I, T
	Chapter 7: Linear programming	1	I, T
	Chapter 12: Project management	1	I, T
	Chapter 13: Waiting Lines and Queuing Theory Models.	1	I, T
	EFA, CFA, SEM	1	I, T
	Chapter 1: Introduction to Quantitative Analysis	1	I, T
	Chapter 2: Review probability concepts and applications	1	I, T
	Chapter 3: Decision Analysis	1	I, T
	Chapter 5: Forecasting	1	I, T
	Chapter 7: Linear programming	1	I, T
	Chapter 12: Project management	1	I, T
	Chapter 13: Waiting Lines and Queuing Theory Models.	1	I, T
	EFA, CFA, SEM	1	I, T
Examination forms	Open-ended questions		
Study and examination requirements	In order to pass this course, the students must:		
	• achieve a composite mark of at least 50; and • Make a satisfactory attempt at all assessment tasks (see below).		
	GRADING POLICY		
	Grades can be based on the following:		
	Quizzes, Computer assignments	30%	
	Midterm examination	30%	
	Final examination	40%	
	Total	100%	

	COURSE POLICIES Attendance Regular and punctual attendance at lectures in this course. Exemptions may only be made on a health basis. Workload It is expected that the students will spend at least six hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater. General Conduct and Behavior The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at www.hcmiu.edu.vn Keeping informed The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information. Academic honesty and plagiarism Plagiarism is the presentation of the thoughts or work of another as one's own (definition proposed by the University of Newcastle). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. Special consideration Requests for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs. Meeting up with the lecturers after classes Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.

Reading list	[1]Textbook: Render, Barry, Stair, Ralph M., Hanna, Michael E., 2011, “Quantitative Analysis for Management”, Pearson College Div, 11th edition David R. Anderson, Dennis J. Sweeney , Thomas A. Williams, Jeffrey D. Camm, James J. Cochran, 2012, “Quantitative Methods for Business”, South-Western College Pub; 12 edition.

2. Learning Outcomes Matrix (optional)

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Introduction to Quantitative Analysis	1, 5		Lectures	[1], [2], [3]
2	Chapter 2: Review probability concepts and applications	1	Quizzes, Examinations	Lectures, Assignments	[1], [2], [3]
3, 4	Chapter 3: Decision Analysis	1, 4	Quizzes, Examinations	Lectures, Assignments, Tutorials	[1], [2], [3]
5, 6	Chapter 5: Forecasting	1, 2, 4	Quizzes, Examinations	Lectures, Assignments, Tutorials	[1], [2], [3]
7, 8	Chapter 7: Linear programming	1, 4	Quizzes, Examinations	Lectures, Assignments, Tutorials	[1], [2], [3]

9, 10	Chapter 12: Project management	1, 3, 4	Quizzes, Examinations	Lectures, Assignments, Tutorials	[1], [2], [3]
11, 12	Chapter 13: Waiting Lines and Queuing Theory Models.	1, 4	Quizzes, Examinations	Lectures, Assignments, Tutorials	[1], [2], [3]
13	EFA, CFA, SEM	4, 6	Computer Assignments	Lectures, Computer Assignments	[1], [2], [3]

4. Assessment plan

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic

Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved

Quality of arguments	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

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VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: MATHS FOR BUSINESS

Course Code: **BA282IU**

1. General information

Course name	- Maths for business - Toán trong kinh doanh
Course designation	The course will provide students with an understanding of fundamental mathematical techniques and methods to business context and management decision making. More specifically, the course will introduce the basic theory and concepts of Calculus, Linear Algebra and Optimization, with applications to management, economics, finance. Included topics are Mathematical Functions, Vectors and Matrices, Differentiation and Integration, Linear Programming.
Course type	☒ <i>General knowledge</i> ☐ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Mr. Vu, Tuan Anh
Language	English
Relation to curriculum	☐ Compulsory ☒ Elective
Teaching methods	Lecture, lesson, 2 big quizzes, project

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	The course aims to provide students with an understanding of fundamental mathematical techniques and methods to business context and management decision making. The course will also provide students with the mathematical framework and a scientific approach of modeling business and economic behavior.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CL01. Recognise linear equations, nonlinear equations CL02. Recognise mathematics in finance CL03. Describe the techniques of differentiation, integration and their relationship CL04. Describe matrices and linear programming.
	Skill	CL05. Describe different research methodologies in business.
	Attitude	CL06. Identify the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Linear Equation Individual task: MQC for Linear Equation Group task: WQ for Linear Equation	1	I, T
	Nonlinear Equation Individual task: MQC for Nonlinear Equation Group task: WQ for Nonlinear Equation	1	I, T
	Mathematics of Finance Individual task: MQC for Mathematics of Finance Group task: WQ for Mathematics of Finance	3	I, T
	Differentiation Individual task: MQC for Differentiation Individual task: WQ for Differentiation	3	I, T
	Partial differentiation Individual task: MQC for Partial differentiation Group task: WQ for Partial differentiation	1	I, T
	Integration Individual task: MQC for Integration Group task: WQ for Integration	1	I, T
	Matrices Individual task: MQC for Matrices Group task: WQ for Matrices	1	I, T
	Linear Programming Individual task: MQC for Linear Programming Group task: WQ for Linear Programming	1	I, T
Examination forms	Multiple-choice questions, short-answer questions		
Study and examination requirements	- Attend more than 80% of contact hours in order to be accepted to the final examination - Actively participate in class activities - Fulfill tasks given by instructor after class - Use their own laptop in class only for learning purpose - Read the textbook in advance - Access the course Blackboard for up-to-date information and material of the course, for online supports from		

Reading list	Textbooks: [1] Ian Jacques, Mathematics for Economics and Business, 8th edition, Prentice Hall, 2015. Reference materials: [2] Haeussler, Paul, Wood, Introductory Mathematical Analysis for Business, Economics, and the Life and Social Sciences, 13th Edition, Pearson, 2011.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program/Student Learning Outcomes (PLO) (1 -10) is shown in the following table:

	PLO					
CLO	1	2	3	4	5	6
1	I					
2	I					
3	I					
4	I					
5		I				
6				I	I	

I = introduce

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Linear Equation Individual task: MQC for Linear Equation Group task: WQ for Linear	CLO1	Tests Peer evaluations Class-performance evaluations	Lecture Tutorial	
2	Chapter 2: Nonlinear Equation Individual task: MQC for Nonlinear Equation Group task: WQ for Nonlinear Equation	CLO1	Tests Peer evaluations Class-performance evaluations	Lecture Tutorial	
3	Chapter 3: Mathematics of Finance	CLO2, CLO6,	Tests Peer evaluations Class-performance evaluations	Lecture	
4	Individual task: MQC for	CLO7		Tutorial	

5	Mathematics of Finance Group task:: WQ for Mathematics of Finance				
6	Chapter 4: Differentiation				
7	Individual task: MQC for Differentiation Individual task: WQ for Differentiation	CLO3, CLO6, CLO7	Tests Peer evaluations Class-performance evaluations	Lecture Tutorial	
8					
9	Midterm				
10	Chapter 5: Partial differentiation Individual task: MQC for Partial differentiation Group task: WQ for Partial differentiation	CLO3, CLO6, CLO7	Tests Peer evaluations Class-performance evaluations	Lecture Tutorial	
11	Chapter 6: Integration Individual task: MQC for Integration Group task: WQ for Integration	CLO3, CLO6, CLO7	Tests Peer evaluations Class-performance evaluations	Lecture Tutorial	
12	Chapter 7: Matrices Individual task: MQC for Matrices Group task: WQ for Matrices	CLO4, CLO6, CLO7	Tests Peer evaluations Class-performance evaluations	Lecture Tutorial	
13					
14	Chapter 8: Linear Programming Individual task: MQC for Linear Programming Group task: WQ for Linear Programming	CLO5, CLO6, CLO7	Tests Peer evaluations Class-performance evaluations	Lecture Tutorial	
15	Review	CLO1,2, 3,4,5,6, 7	Tests Peer evaluations Class-performance evaluations	Lecture	
16					
17	Final exam				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
2 big quizzes (10%)	Qz1 60%Pass	Qz6 60%Pass		Qz15 60%Pass
In-class exercises (20%)	HW2 50%Pass		HW1, HW3, HW4 50%Pass	

Midterm exam (30%)		Q3 50%Pass	Q1, Q2 50%Pass	
Final exam (40%)	Part I 50%Pass		Part II.1,2 50%Pass	Part II.3 50%Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	No evidence of organization and coherence	Does not organize ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument is addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. The reasons offered are irrelevant.	Shows arguments of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows relevant logical arguments.	clear, and

6. Date revised: 19/06/2024.

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School

A/Prof. Dr. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY**
School of Languages

COURSE SYLLABUS

Course Name: Listening AE1

Course Code: **EN008IU**

1. General information

Course name	- (in English) LISTENING AE1 (Listening and Note-taking) - (in Vietnamese) <i>Nghe AE1 (Nghe và ghi chú)</i>
Course designation	<i>The course is designed to prepare students for effective listening and note-taking skills, so that they can pursue the courses in their majors without considerable difficulty. The course is therefore lecture-based in that the teaching and learning procedure is built up on lectures on a variety of topics such as business, science, and humanities.</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lectures, lesson Individual practice Discussion Pair work Group work
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours ¹ : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS (<i>optional</i>)
Number of periods	Theory: 30 Practice: 0

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	None								
Course objectives	There are a number of objectives embedded in various teaching activities in Listening AE1 course: - Pre-listening activities: aim to activate students' current knowledge of the topic, and to provide them with lecture language and effective strategies in listening and note-taking to prepare themselves for the coming lecture. These activities include reading (this can be done before class meetings), discussing and reviewing what they have learned from the reading. - While-listening and post-listening activities: aim to enable students to put their newly activated knowledge and acquired strategies into work by taking notes on the lecture, using the outline given by the teacher or prepared by themselves. They are later on asked to assess their understanding based on their notes and discuss them with their classmates. Finally, as an optional activity, depending on time and students' needs, students are asked to summarize the lecture. - Follow-up activities: students are required to discuss the lecture topic and to prepare arguments for or against the topic in the debate. The purpose is to enhance students' comprehension of the lecture, and to allow them to put their acquired academic language into practice, and to experience the atmosphere of a university lecture class.								
Course learning outcomes	Upon the successful completion of this course, students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1. Apply knowledge of lecture language in listening comprehension via giving accurate information</td></tr> <tr> <td>Skill</td><td>CLO2. Demonstrate appropriate listening strategies and note-taking skills in taking organized notes of academic lectures. CLO3. Perform listening comprehension in writing a summary of a lecture.</td></tr> <tr> <td>Attitude</td><td>CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1. Apply knowledge of lecture language in listening comprehension via giving accurate information	Skill	CLO2. Demonstrate appropriate listening strategies and note-taking skills in taking organized notes of academic lectures. CLO3. Perform listening comprehension in writing a summary of a lecture.	Attitude	CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1. Apply knowledge of lecture language in listening comprehension via giving accurate information								
Skill	CLO2. Demonstrate appropriate listening strategies and note-taking skills in taking organized notes of academic lectures. CLO3. Perform listening comprehension in writing a summary of a lecture.								
Attitude	CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (2 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Orientation & Introduction of strategies and techniques in note-taking</td><td>2</td><td>I, T, U</td></tr><tr><td>Chapter 1: New Trends in Marketing Research</td><td>3</td><td>T, U</td></tr><tr><td>Chapter 2: Business Ethics</td><td>3</td><td>T, U</td></tr><tr><td>Chapter 3: Trends in Children’s Media Use</td><td>2</td><td>T, U</td></tr><tr><td>Chapter 4: The Changing Music Industry</td><td>2</td><td>T, U</td></tr><tr><td>Chapter 5: The Placebo Effect</td><td>2</td><td>T, U</td></tr><tr><td>Midterm Sample Test & Review</td><td>2</td><td>T, U</td></tr><tr><td>Chapter 6: Intelligent Machines</td><td>3</td><td>T, U</td></tr><tr><td>Chapter 7: Sibling Relationships</td><td>3</td><td>T, U</td></tr><tr><td>Chapter 8: Multiple Intelligences</td><td>3</td><td>T, U</td></tr><tr><td>Chapter 9: The Art of Graffiti</td><td>3</td><td>T, U</td></tr><tr><td>Final Sample Test & Review</td><td>2</td><td>T, U</td></tr></table>	Topic	Weight	Level	Orientation & Introduction of strategies and techniques in note-taking	2	I, T, U	Chapter 1: New Trends in Marketing Research	3	T, U	Chapter 2: Business Ethics	3	T, U	Chapter 3: Trends in Children’s Media Use	2	T, U	Chapter 4: The Changing Music Industry	2	T, U	Chapter 5: The Placebo Effect	2	T, U	Midterm Sample Test & Review	2	T, U	Chapter 6: Intelligent Machines	3	T, U	Chapter 7: Sibling Relationships	3	T, U	Chapter 8: Multiple Intelligences	3	T, U	Chapter 9: The Art of Graffiti	3	T, U	Final Sample Test & Review	2	T, U
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Chapter 8: Multiple Intelligences	3	T, U																																						
Chapter 9: The Art of Graffiti	3	T, U																																						
Final Sample Test & Review	2	T, U																																						
Examination forms	Paper-based tests: True-False questions, short-answer questions, open-ended questions (such as writing a summary paragraph)																																							
Study and examination requirements	<i>Attendance</i> Regular on-time attendance in this course is expected. It is compulsory that students attend atleast 80% of the course to be eligible for the final examination. <i>Missed tests</i> Students are not allowed to miss any of the tests (both on-going assessment and final test). There are very few exceptions. (Only with extremely reasonable excuses, e.g. certified paper from doctors, may students re-take the tests.) <i>Class behavior</i> Students are supposed to: • prepare thoroughly for each class in accordance with the syllabus and complete all assignments upon the instructor’s request • participate fully and constructively in all class activities (and discussions if any) • display appropriate courtesy to all involved in the class • provide constructive feedback to faculty members regarding their performance Assignments/Examination: Students must have more than 50/100 points overall to pass this course.																																							

Reading list	[1] Frazie, L., & Leeming, S. (2013). <i>Lecture ready 3</i>. Oxford: Oxford University Press. References: [2] Frazie, L., & Leeming, S. (2013). <i>Lecture ready 1, 2</i>. Oxford: Oxford University Press.

2. Learning Outcomes Matrix (optional)

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	ORIENTATION Chapter 1 New Trends in Marketing Research Recognizing topic introducing and lecture plan presenting expressions Organizing ideas by outlining	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.2-13
2	Chapter 2 Business Ethics Recognizing transition expressions Using symbols and abbreviations	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.14-25
3	REVIEW	1, 2, 4		Ongoing assessment Midterm test	Designed by lecturer
4	Chapter 3 Trends in Children's Media Use Recognizing generalization and support expressions	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.28-39
5	Chapter 4 The Changing Music Industry Recognizing expressions for clarification or emphasis Organizing notes by using a split-page format	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.40-52
6	Chapter 5 The Placebo Effect Recognizing cause and effect expressions	1, 2, 4	Lecture Group work	Ongoing assessment Midterm test	[1] p.54-65

Week	Topic	CLO	Learning activities	Assessments	Resources
	Noting causes and Effects		Individual task		
7	REVIEW SAMPLE MIDTERM EXAM + CORRECTION	1, 2, 4		Ongoing assessment Midterm test	Designed by lecturer
8	MIDTERM TEST				
9	<u>Chapter 6</u> Intelligent Machines Recognizing expressions used to predict causes and effects Using arrows to show the relationship between causes and effects	1-4	Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.66-78
10	<u>Chapter 7</u> Sibling Relationships Recognizing expressions of comparison and contrast Noting comparison and contrast	1-4	Lecture Group work Individual task Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.80-91
11	REVIEW <u>In-class assignment</u>	1-4 1, 2, 4		Ongoing assessment Final exam	Designed by lecturer
12	<u>Chapter 8</u> Multiple Intelligences Recognizing non-verbal signals indicating important information Representing information in list form	1-4	Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.92-104
13	<u>Chapter 9</u> The Art of Graffiti Recognizing expressions of definition Reviewing and practicing all note taking strategies	1-4	Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.105-117
14	REVIEW	1-4		Ongoing assessment Final exam	Designed by lecturer

Week	Topic	CLO	Learning activities	Assessments	Resources
15	<u>Sample final exam + Correction</u>	1-4		Ongoing assessment Final exam	
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	60% Pass	60% Pass		60% Pass
Midterm test (20%)	Part 1 60% Pass	Part 2 60% Pass		
Final exam (50%)	Part 1 60% Pass	Part 2 60% Pass	Part 3 60% Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics (optional)

5.1. Rubrics for Midterm test

Part	Task	CLO
1	Listen to part of a lecture and decide whether these statements are TRUE or FALSE. (40 pts)	1
2	Listen to a talk and fill in the summary notes (60 pts)	2

5.2. Rubrics for Final exam

Part	Task	CLO
1	Listen to part of a lecture and decide whether these statements are TRUE or FALSE. (30 pts)	1
2	Listen to a talk and fill in the summary notes (50 pts)	2
3	Write a short paragraph summarizing the main ideas. (20 pts.)	3

Evaluative criteria for Part 3

- Content accuracy (16 pts):** All statements are accurate and relevant. Summary includes main idea and important details of the given lecture.
- Organization & Grammar (4 pts):** The summary is in the form of a paragraph. No/minor punctuation/grammatical/spelling errors.

Revised date: June 5th, 2025

Ho Chi Minh City, June 6th, 2025
Vice Dean of School of Languages
(Signature)



Dr. Vu Hoa Ngan



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages**

COURSE SYLLABUS

Course Name: Writing AE1

Course Code: **EN007IU**

1. General information

Course name	- <i>(in English)</i> WRITING AE1 (Academic Writing) - <i>(in Vietnamese)</i> Viết học thuật
Course designation	<i>This course provides students with comprehensive instructions and practice in essay writing, including transforming ideas into different functions of writing such as process, cause-effect, comparison-contrast, and argumentative essays.</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours ¹ : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS (<i>optional</i>)
Required and recommended prerequisites for joining the course	None

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	Throughout the whole course, students are required to read university-level texts to develop the ability to read critically and to respond accurately, coherently and academically in writing. Through providing them with crucial writing skills such as brainstorming, paraphrasing, idea developing, revising, and editing, this course prepares the students for research paper writing in the next level of AE2 writing.		
Course learning outcomes	Upon the successful completion of this course, students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1. Follow different steps in the writing process to produce a complete essay	
	Skill	CLO2. Use signal language that are specific for different functions (describe a process, discuss the causes and effects, compare and contrast, and make arguments) CLO3. Construct a complete essay including appropriately written thesis statement, topic sentences, and restatement CLO4. Provide a counter-argument and a rebuttal in an argumentative essay.	
	Attitude	CLO5. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (2 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	The process of Academic Writing	1	I, T, U
	Paraphrasing	1	T, U
	From Paragraph to Essay	4	T, U
	Process Essays	4	T, U
	Cause/Effect Essays	4	T, U
	Comparison/ Contrast Essays	6	T, U
	Argumentative Essays	6	T, U
	Test, Review & Correction	4	U
Examination forms	Essay writing		
Study and examination requirements	<i>Attendance</i> Regular on-time attendance in this course is expected. A student will be allowed no more than three absences. It is compulsory that the students attend at least 80% of the course to be eligible for the final examination.		

	<i>Missed Tests</i> Students are not allowed to miss any of the tests (both Mid-term and Final). There are very few exceptions. Only with extremely reasonable excuses (eg. certified paper from doctors), students may re-take the examination. <i>Class Behaviors</i> Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Writing AE1 course with approximately 8-10 hours per week (both in class and self-study). Accordingly, students are supposed to follow the obligations below: - Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request. - Participate fully and constructively in all course activities and discussions (if any). - Display appropriate courtesy to all involved in the class. - Provide constructive feedback to faculty members regarding their performance. <i>Plagiarism</i> Students are warned not to copy from other books or from their peers for all assessment tasks. Committing plagiarism will result in 0 point for the task. Students who plagiarize twice will be prohibited from sitting the final examination. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Oshima, A., & Hogue, A. (2017). <i>Longman Academic Writing Series, Level 4: Essays</i> (5th ed.). New Jersey, NJ: Pearson Longman. [2] Oshima, A., & Hogue, A. (2006). <i>Longman Academic Writing Series, Level 4: Essays</i> (4th ed.). New Jersey, NJ: Pearson Longman.

2. Learning Outcomes Matrix (optional)

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	The process of Academic Writing Step 1: Creating (Prewriting) Step 2: Planning (Outlining) Step 3: Writing Step 4: Polishing Using Outside Sources Paraphrasing	1, 5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[2] pp. 265-279 [1] pp. 58- 65

Week	Topic	CLO	Learning activities	Assessments	Resources
	Plagiarism and how to avoid plagiarism				
2 & 3	From Paragraph to Essay The introductory paragraph: • General statements & Introductory techniques • Thesis statements & Logical division of ideas Body paragraphs: • Topic sentences The concluding paragraph: • Restatement Final thoughts Outlines of essays	1,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 74– 100
4	Process Essays Introduction Analyzing the models Thesis statements for process essays Transitional signals	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 101-115
5	Process Essays (Cont'd) <i>In-class Assignment 1</i> Review/ Correction: Lecturer gives feedback to one or two students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 101-115
6	Cause/ Effect Essays Introduction Analyzing the models Organization Signal words and phrases	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 116-132
7	Cause/ Effect Essays (Cont'd) In-class practice Review/ Correction: Lecturer gives feedback to students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 116 - 132
8	MIDTERM TEST				
9	Comparison/ Contrast Essays Introduction Analyzing the models Organization: • Points of comparison	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 133-151

Week	Topic	CLO	Learning activities	Assessments	Resources
	- Point-by-point organization - Block organization Comparison and Contrast signal words				
10	Comparison/ Contrast Essays (Cont'd) In-class practice Review/ Correction: Lecturer gives feedback to students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 133-151
11	Comparison/ Contrast Essays (Cont'd) In-class Assignment 2 Review/ Correction: Lecturer gives feedback to one or two students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 133-151
12	Argumentative Essays Introduction Analyzing the model Organization: Block vs. Point-by-point pattern The elements of an argumentative essay: - An explanation of the issue - A clear thesis statement - A summary of the opposing arguments - Rebuttals to the opposing arguments - Your own arguments The introductory paragraph: Thesis Statement Statistics as support	2,3,4,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 152-168
13	Argumentative Essays (Cont'd): In-class practice: - A summary of the opposing arguments - Rebutting an argument - Timed writing	2,4	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 152-168

Week	Topic	CLO	Learning activities	Assessments	Resources
14	Argumentative Essays (Cont'd) Review/ Correction: Lecturer gives feedback to one or two students' writings in class.	2,3,4,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 152-168
15	Sample final examination	2,3,4,5	Individual writing	Ongoing assessment & Final exam	

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	60% Pass	60% Pass	60% Pass	60% Pass	60% Pass
Midterm test (20%)	60% Pass	60% Pass	60% Pass		
Final exam (50%)	60% Pass	60% Pass	60% Pass	60% Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics (optional)

5.1. Midterm test rubrics (100 points)

TASK 1: Write 3 topic sentences and the restatement from a thesis statement: 40 points

Parts/ Points	Answers/ Criteria	CLO
Topic sentence 1 10 pts	○ The topic sentence introduces the topic and the controlling idea (1), starting with a transition signal*.	CLO 3
Topic sentence 2 10 pts	○ The topic sentence introduces the topic and the controlling idea (2), starting with a transition signal*.	CLO 3
Topic sentence 3 10 pts	○ The topic sentence introduces the topic and the controlling idea (3), starting with a transition signal*.	CLO 3
Restatement 10 pts	○ The 3 subtopics are well paraphrased: different words and structures while the meaning kept the same.	CLO 3

Notes:

The students are supposed to use **a variety of connecting devices (single word, phrase, clause, or sentence) to show their flexibility and expertise in writing.*

TASK 2: Write a Cause/Effect essay: 60 points

Answers/ Criteria	Parts/ Points	CLO
Language use and Mechanics A wide variety of sentence patterns and vocabulary are presented correctly. Language used for <i>Cause-Effect Essay</i> is good and Meaning is clear. Spelling, capitalization, punctuations are correct.	10	CLO 2

Answers/ Criteria	Parts/ Points	CLO
Content The essay fulfills the requirements of the assignment & the topic is fully addressed. (15) The essay is interesting to read and originally written by the student. (5)	20	CLO 3
Organization Introduction: The introduction ends with a thesis statement. (10) Body: Each paragraph discusses a particular point and begins with a clear topic sentence. (5) Each paragraph has specific supporting details (fact, examples, etc.) (5) Each paragraph has cohesion and coherence. (5) Conclusion: The conclusion summarizes the main points/paraphrases the thesis statement, begins with a conclusion signal, and leaves the readers with the writer's thoughts on the topic. (5)	30	CLO 1,3,5
Total	60	

5.2. Final exam rubrics: Write an argumentative essay: 100 points

Criteria/ word count	300-350 words (100%)	CLO
Language use and mechanics (20) A wide variety of sentence patterns and vocabulary are presented correctly. Language control is good, and meaning is clear. Spelling, capitalization and punctuation are correct.	20	CLO 2
Content: (20) The essay fulfills the task requirements, and the topic is fully addressed. The content is originally created by the students.	20	CLO 3
Organization: (60) Introduction: The introduction has a thesis statement. (10) Body: At least one paragraph discusses the counter-arguments. (10) Each paragraph discusses a particular point and begins with a clear topic sentence. (10) Each paragraph has specific supporting details (fact, examples, etc.). There are no sentences that are off-topic. (10) Each paragraph has cohesion and coherence. There are transition signals to show	10 10 10 10	CLO 1,3,4

the relationship among ideas and to link paragraphs. (10)		
Conclusion: The conclusion summarizes the main points and paraphrases the thesis statement, begins with a conclusion signal, and leaves the readers with the writer's final thought on the topic. (10)	10 10	
Total	100	

Revised date: June 5th, 2025

Ho Chi Minh City, June 6th, 2025
Vice Dean of School of Languages
(Signature)



Dr. Vu Hoa Ngan



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY**
School of Languages

COURSE SYLLABUS
Course Name: Writing AE2
Course Code: **EN011IU**

1. General information

Course name	- (in English) WRITING AE2 (Research Paper Writing) - (in Vietnamese) <i>Viết AE2 (Viết bài nghiên cứu)</i>
Course designation	<i>This course introduces basic concepts in research paper writing, especially the role of generalizations, definitions, classifications, and the structure of a research paper to students who attend English- medium college or university. It also provides them with methods of developing and presenting an argument, a comparison or a contrast.</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lectures, lesson Individual practice Discussion Pair work Group work Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours ¹ : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS (<i>optional</i>)

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	Previous course: Writing AE1 (EN007IU)									
Course objectives	Students are required to work on the tasks selected to maximize their exposure to written communication and are expected to become competent writers in the particular genre: the research paper. As writing is part of an integrated skill of reading and writing where reading serves as input to trigger writing, this course is designed to familiarize non-native students with academic literature in their major study by having them read and critically respond to texts of a variety of topics ranging from natural sciences such as biology to social sciences and humanities like education, linguistics and psychology.									
Course learning outcomes	Upon the successful completion of this course, students will be able to: <table><tr><th>Competency level</th><th>Course learning outcome (CLO)</th></tr><tr><td>Knowledge</td><td>CLO1. Apply knowledge about conceptual categories-classifications, the structure of a research paper and appropriate academic language in writing a research paper</td></tr><tr><td>Skill</td><td>CLO2: Perform skills and strategies for reading critically, analyzing, and annotating academic texts in written summary CLO3. Demonstrate research writing skills to present an argument, a comparison, or a contrast in their academic study.</td></tr><tr><td>Attitude</td><td>CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td></tr></table>		Competency level	Course learning outcome (CLO)	Knowledge	CLO1. Apply knowledge about conceptual categories-classifications, the structure of a research paper and appropriate academic language in writing a research paper	Skill	CLO2: Perform skills and strategies for reading critically, analyzing, and annotating academic texts in written summary CLO3. Demonstrate research writing skills to present an argument, a comparison, or a contrast in their academic study.	Attitude	CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
Competency level	Course learning outcome (CLO)									
Knowledge	CLO1. Apply knowledge about conceptual categories-classifications, the structure of a research paper and appropriate academic language in writing a research paper									
Skill	CLO2: Perform skills and strategies for reading critically, analyzing, and annotating academic texts in written summary CLO3. Demonstrate research writing skills to present an argument, a comparison, or a contrast in their academic study.									
Attitude	CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities									

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (2 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Unit 1: The Academic Writing Process Introduction	4	I, T, U
	Unit 2: Researching and Writing	2	T, U
	Unit 3: Fundamentals & Feedback	2	T, U
	Unit 4: Definitions, Vocabulary & Clarity	2	T, U
	Unit 5: Generalizations, Facts and Honesty	4	T, U
	Unit 6: Seeing Ideas and Sharing Texts	2	T, U
	Unit 7: Description, Methods & Reality	2	T, U
	Unit 8: Results, Discussion & Relevance	2	T, U
	Unit 9: The Whole Academic Text	2	T, U
Unit 10: Creating the Whole Text	4	T, U	
Course Review	2	U	
Examination forms	Open-ended questions; Essay writing		

Study and examination requirements	<i>Attendance</i> Regular on-time attendance in this course is expected. A student will be allowed no more than three absences. It is compulsory that the students attend at least 80% of the course to be eligible for the final examination. <i>Assignment (Literature review)</i> Purpose: Students will use the knowledge of paraphrasing, summarising, developing arguments, and APA styles to write a 1,000-word literature review on a research scope of their choice. Task: – Follow guidelines on how to write a literature review. – Use relevant academic writing skills such as paraphrasing, summarising, developing arguments, and APA 7th Style Guidelines – see https://www.apastyle.org/ – Develop arguments in relation to the research scope and identify the research gap Notes: All papers should be typed, double-spaced, in 13-pt font, and with 1-inch margins. All papers must be original for this class. Criterion-referenced grading is used in this course. <i>Missed Tests</i> Students are not allowed to miss any of the tests (both Mid-term and Final). There are very few exceptions. Only with extremely reasonable excuses (eg. certified paper from doctors), students may re-take the examination. <i>Class Behaviors</i> Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Writing AE2 course with approximately 8-10 hours per week (both in class and self-study). Accordingly, students are supposed to follow the obligations below: - Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request. - Participate fully and constructively in all course activities and discussions (if any). - Display appropriate courtesy to all involved in the class. - Provide constructive feedback to faculty members regarding their performance. <i>Plagiarism</i> All forms of plagiarism and unauthorised collusion are seriously regarded and could result in penalties. Plagiarism occurs when students copy or reproduce people's words or ideas and then present them as students' own work without proper acknowledgement, including when students copy the work of their fellow students. Plagiarism in student submissions can be detected by: • some web-based programs such as SafeAssign or Turnitin, or • examiner's judgments with evidence of originals

	The rater will review the paper to check if citations or references are provided properly. Penalties due to improper citations or references include: <table border="1"> <thead> <tr> <th>Degree of magnitude</th><th>Description</th></tr> </thead> <tbody> <tr> <td>Below 15%</td><td>Marked as it is.</td></tr> <tr> <td>15% - 25%</td><td>The score is deducted by 25%.</td></tr> <tr> <td>25% - 40%</td><td>The score is deducted by 50%.</td></tr> <tr> <td>Over 40%</td><td>The score is 0.</td></tr> </tbody> </table> Notes: Part of the test is marked as it is if no plagiarism is detected. Students who plagiarize over 40% <u>twice</u> will be prohibited from sitting the final examination. <i>Assignments/Examination:</i> Students must have more than 50/100 points overall to pass this course.	Degree of magnitude	Description	Below 15%	Marked as it is.	15% - 25%	The score is deducted by 25% .	25% - 40%	The score is deducted by 50% .	Over 40%	The score is 0 .
Degree of magnitude	Description										
Below 15%	Marked as it is.										
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25% - 40%	The score is deducted by 50% .										
Over 40%	The score is 0 .										
Reading list	[1] Hamp-Lyons, L., & Heasley, B. (2006). <i>Study Writing</i>. Cambridge, UK: Cambridge University Press [2] Articles and Essays taken from <i>The Allyn and Bacon Guide to Writing</i> by Ramage et al (2009), Pearson Longman. [3] Cormack, J. & Slaughter, J. (2009). <i>English for academic study: Extended writing and research skills</i>. Cambridge: Cambridge University Press. Garnet Education [4] Folse, K. S. & Pugh, T. (2010). <i>Great writing 5: Greater essays</i>. Boston: Heinle, Cengage Learning. [5] Keezer, S. (Ed.) (2003). <i>Write your research report: A real-time guide</i>. New Jersey: Pearson Learning Group. [6] Kumar, R. (2019). <i>Research methodology: A step-by-step guide for beginners</i>. Sage Publications										

2. Learning Outcomes Matrix (optional)

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Orientation of the Course Unit 1: The Academic Writing Process Introduction Thinking about writing processes Distinguishing between academic and personal styles of writing Grammar of academic discourse	1, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 15-22

Week	Topic	CLO	Learning activities	Assessments	Resources
2	Unit 2: Researching and Writing Recognizing categories and classification The language of classification The structure of a research paper	1, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 25-31
3	Unit 3: Fundamentals & Feedback Exploring comparison and contrast structures The language of comparison and contrast Using comparisons and contrasts to evaluate and recommend	1, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 35-44
4	Unit 3: Fundamentals & Feedback (Cont.) The research paper Identifying a research gap The writing process	1, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 45-49
5	Unit 4: Definitions, Vocabulary & Clarity The clarity principle The language of definition The place of definition in academic text The writing process	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 50-59
6	Unit 5: Generalizations, Facts and Honesty Honesty principle The language of generalization	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 60-68
7	Unit 5: Generalizations, Facts and Honesty (Cont.) Writing a literature review The writing process Brainstorming and clustering APA 7th Style Guidelines – see https://www.apastyle.org/ Sample midterm exam + Correction	1, 2, 3		Ongoing assessment & Midterm test	[1] pp. 69-74
8	MIDTERM TEST				
9	Unit 6: Seeing Ideas and Sharing Texts Writing about events in time Connecting events Reading and writing about visuals	1, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 75-88

Week	Topic	CLO	Learning activities	Assessments	Resources
	Learning about peer reviews				
10	Unit 7: Description, Methods & Reality Describing processes and products The language for writing about processes Writing the Methods section Giving and getting formal peer feedback	1, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 89-103
11	Unit 8: Results, Discussion & Relevance What is an argument? The language of argument The Results and Discussion sections Finding an academic voice	1, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 104-118
12	Unit 9: The Whole Academic Text S-P-S-E: Focus on structure S-P-S-E in the introduction The language of coherence and connection Teacher evaluation	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 119-133
13	Unit 10: Creating the Whole Text Structure of the research paper Creating your own research	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 134-139
14	Unit 10: Creating the Whole Text Plagiarism Creating citations Paraphrase and summary Authorial identity	1-4	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 140-148
15	Sample final exam + Correction	1-4		Ongoing assessment & Final exam	
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	60% Pass	60% Pass	60% Pass	60% Pass
Midterm test (20%)	Part 1 60% Pass		Part 2 60% Pass	
Final exam (50%)		Part 1 60% Pass	Part 2 60% Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics (optional)

5.1. Rubrics for Midterm test

Part 1: (30 pts) Read a given text and create a graphic display or an outline that categorises the two-level classifications made in the text. (CLO1)

Part 2: (70 pts) Write a comparison/ contrast essay of about 350 words on ONE of the given topics. Pay attention to the use of academic language and a clear text structure.

Content	All main points relevant to the topic The essay question fully answers	20	CLO 3
Organization	Topic and purpose of the essay discussed in the introduction Each main point discussed in a paragraph All main points summarized and rephrased in the conclusion	20	CLO 3
Coherence	Paragraphs are ordered in a systematic manner based on, for example, importance, priority, etc. Compare/contrast transitions are properly used.	15	CLO 3
Style and Tone	Formal writing with full forms Polite writing Academic vocabulary	15	CLO 3

5.2. Rubrics for Final Exam

Part 1: (30 pts) Write a summary of a given text.

CATEGORIES	CRITERIA	POINTS	CLO
Accuracy and completeness of the content (10 pts)	– The summary contains all of the key ideas in the original, reflecting complete and accurate information about the source.	10	CLO2
Paraphrasing (10 pts)	– All sentences should reveal students' ability in varying the language to avoid repetition.	10	CLO2
Organization (5 pts)	– The summary starts with a general evaluation and includes several sub-topics that explain key ideas from the original.	3	CLO2
	– The summary is organized and coherent.	2	

Grammar, usage and mechanics (5 pts)	– All sentences are clear, accurate and complete.	3	CLO2
	– The summary contains one or two minor errors, but these do not obscure the meaning.	2	
Total		30	

Part 2: (70 pts) Write an argumentative essay of about 350 words on ONE of the given topics. Pay attention to the use of academic language and a clear text structure.

Content	All main points relevant to the topic The essay question fully answers	20	CLO 3
Organization	Topic and purpose of the essay discussed in the introduction Each main point discussed in a paragraph All main points summarized and rephrased in the conclusion	20	CLO 3
Coherence	Paragraphs are ordered in a systematic manner based on, for example, importance, priority, etc. Compare/contrast transitions are properly used.	15	CLO 3
Style and Tone	Formal writing with full forms Polite writing Academic vocabulary	15	CLO 3

Date revised: 2 June, 2025

Ho Chi Minh City, 6 June, 2025
Vice Dean of School of Languages
(Signature)



Dr. Vũ Hoa Ngân



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY**
School of Languages

COURSE SYLLABUS

Course Name: Speaking AE2

Course Code: **EN012IU**

1. General information

Course name	- (in English) SPEAKING AE2 (Effective Presentations) - (in Vietnamese) <i>Nói AE2 (Bài thuyết trình hiệu quả)</i>
Course designation	<i>Giving presentations today becomes a vital skill for students to succeed not only in university but also at work in the future. Speaking AE2, therefore, provides students with the knowledge and skills needed to deliver effective presentations (informative and persuasive presentations).</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, lesson, mini presentations
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours ¹ : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS (<i>optional</i>)
Required and recommended prerequisites for joining the course	- Previous courses: None

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	Speaking AE2 aims at introducing many aspects of giving a presentation: building up confidence, preparing and planning, using the appropriate language, applying effective visual aids, applying delivery techniques, dealing with questions and responding, performing body language, and so on.		
Course learning outcomes	Upon the successful completion of this course, students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Apply effective visual aids in preparing and planning well-organized academic presentations	
	Skill	CLO2: Use appropriate language for academic presentations CLO3: Perform delivery techniques, body language and other para-linguistic elements in academic presentation CLO4: Demonstrate techniques to handle audience questions	
	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (2 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Orientation & Introduction Needs analysis	2	I, T, U
	Building up confidence	2	T, U
	The first few minutes	2	T, U
	Organizing what you want to say	2	T, U
	Summarizing and concluding	2	T, U
	Using equipment	2	T, U
	Delivery techniques: Putting it all together	2	T, U
	Group presentations for the instructor’s evaluation and advice	2	U
	Introduction to persuasive speeches	2	T, U
	Methods of persuasion	2	T, U
	Maintaining interest	2	T, U
	Dealing with problems and questions	2	T, U
	Body language	2	T, U
	Individual presentations for the instructor’s evaluation and advice	4	U

Examination forms	Oral Presentations
Study and examination requirements	<i>Attendance</i> Regular on-time attendance in this course is expected. A student will be allowed no more than three absences. It is compulsory that the students attend at least 80% of the course to be eligible for the final examination. <i>Missed Tests</i> Students are not allowed to miss any of the tests (both Mid-term and Final). There are very few exceptions. Only with extremely reasonable excuses (e.g. certified paper from doctors), students may re-take the examination. <i>Class Behaviors</i> Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Speaking AE2 course with approximately 8-10 hours per week (both in class and self-study). Accordingly, students are supposed to follow the obligations below: • Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request. • Participate fully and constructively in all course activities and discussions (if any). • Display appropriate courtesy to all involved in the class. • Provide constructive feedback to faculty members regarding their performance. <i>Plagiarism</i> Students are warned not to copy from other books or from their peers for all assessment tasks. Committing plagiarism will result in 0 point for the task. Students who plagiarize twice will be prohibited from sitting the final examination. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Lowe, S, & Pile, L. (2011). <i>Presenting</i>. Singapore: Cengage Learning [2] Comfort, J. (1996). <i>Effective presentations</i>. Oxford: Oxford University Press [3] Lucas, S. (2019). <i>The art of public speaking</i> (13th ed.). New York: McGraw-Hill Education. [4] Suzy Siddons. (2008). <i>The Complete Presentation Skills Handbook</i>, U.S. U.K.

2. Learning Outcomes Matrix (optional)

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	1. Orientation & Introduction 2. Needs analysis 3. Instructions for video making of self-introduction	1, 5	Lecture	Ongoing assessment Midterm test	[1] Presenting, p. 5 [3]* The Art of Public Speaking, Chapter 6 + videos of introductory speeches
2	Introduction to informative speeches Unit 1: The first few minutes	1, 2, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] Presenting, pp. 8-13 [2] Effective Presentations: p.7 + video clip; p.13+ video clip [3] The Art of Public Speaking, Chapter 10 [3]* The Art of Public Speaking, Chapter 15
3	Unit 3: Organizing what you want to say	1, 2, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] Presenting, pp. 22-27) [2] Effective Presentations: p.19 + video clip [3]* The Art of Public Speaking, Chapters 8+9
4	Unit 6: Summarizing and concluding	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] Presenting, pp. 40-45 [2] Effective Presentations: p.41 + video clip [3]* The Art of Public Speaking, Chapters 10
5	Unit 2: Using equipment	1, 2, 3, 5	Lecture	Ongoing assessment Midterm test	[1] Presenting, pp. 14-21) [2] Effective Presentations: p.31 + video clip [3]* The Art of Public Speaking, Chapters 14
6	Delivery techniques: Putting it all together	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Midterm test	[2] Effective Presentations: p.50 + video clip Assignment: Topic(s) for group presentation) [3]* The Art of Public Speaking, Chapters 13

Week	Topic	CLO	Learning activities	Assessments	Resources
7	Group practice <u>or</u> reserved week for midterm exam (big class)	1, 2, 3, 5	Group work Individual work	Ongoing assessment Midterm test	
8 + 9	MIDTERM TEST: Individual informative presentation (4-6 minutes)				
10	Introduction to persuasive speeches	1, 5	Lecture, Group work	Ongoing assessment Final exam	[3] The art of public speaking, Chapter 15 (Handout given by the instructor)
11	Methods of persuasion	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Final exam	[3] The art of public speaking, Chapter 16 (Handout given by the instructor)
12	Unit 4: Maintaining interest	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Final exam	[1] Presenting: pp. 28-33) [2] Effective Presentations: p.25 + video clip)
13	Unit 5: Dealing with problems and questions	4, 5	Lecture, Group work	Ongoing assessment Final exam	[1] Presenting: pp. 34-39) [2] Effective Presentations: p.44 (Question time) [3] * The Art of Public Speaking, Chapters 13
14	Unit 6: Body language	3, 5	Lecture, Group work	Ongoing assessment Final exam	[2] Effective Presentations: pp.36-39 [3] * The Art of Public Speaking, Chapters 13
15	Practice Wrap-up	1-5	Group work	Ongoing assessment Final exam	
	FINAL EXAM: Individual persuasive presentation (6-8 minutes)				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	60% Pass	60% Pass	60% Pass	60% Pass	60% Pass
Midterm test (20%)	Criteria 4-7 60% Pass	Criteria 1-2 60% Pass	Criterion 3 60% Pass		
Final exam (50%)	Criteria 4-6 60% Pass	Criteria 1-2 60% Pass	Criterion 3 60% Pass	Criterion 4 60% Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

5.1. Rubrics for Midterm test

No	Criteria	CLO
1	Pronunciation & Voice Techniques (Pause, Volume, Speed Change, Stress, Tone, etc.) (15 pts)	2
2	Language use: Grammar & Vocabulary (usage and appropriateness for audience) (15 pts)	2
3	Body Language: Gestures, Eye contact, Facial expressions, Appearance (10 pts)	3
4	Organization: Intro, Body, Ending, Coherence (20 pts)	1
5	Content: Relevance, Accuracy (20 pts)	1
6	Visual aids: Appropriateness, Clarity (10 pts)	1
7	Overall effectiveness (10 pts)	1

5.2. Rubrics for Final exam

No	Criteria	CLO
1	Pronunciation & Voice Techniques (Pause, Volume, Speed Change, Stress, Tone, etc.) (15 pts)	2
2	Language use: Grammar & Vocabulary (usage and appropriateness for audience) (10 pts)	2
3	Body Language: Appearance, Posture, Gestures, Eye contact, Facial expression (15 pts)	3
4	Organization: Intro, Body, Ending, Coherence (15 pts)	1
5	Content: Relevant, Accurate, Informative and Persuasive (20 pts)	1
6	Visual aids: Appropriateness, Clarity (15 pts)	1
7	Question response (10 pts)	4

Revised date: June 2nd, 2025

Ho Chi Minh City, June 6, 2025

Vice Dean of School of Languages



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
 School of Business

COURSE SYLLABUS

Course Name: PRINCIPLE OF MARKETING

Course Code: **BA003IU**

1. General information

Course name	- Principle of Marketing - Nguyên lý Marketing
Course designation	The course named “Principles of Marketing” provides the students with necessary information on the basic concepts of marketing and its principles. It focuses on the understanding of Market Demand and Customers Behaviors as well as Marketing strategies developed by firms in terms of Pricing, Product, Place, Promotion, etc. The course also mentions various methods to market research and environmental factors that affect the marketing activities.
Course type	☐ General knowledge ☒ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	1, 2
Person responsible for the course	..... .....
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lectures, projects, quizzes, examinations.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45

	Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	This course is an introduction to the field of marketing. In this course, the students will start to examine the most basic concepts in marketing – customer needs, wants, and demand to understand the marketplace. Next, main steps in designing a customer-driven marketing strategy are also explored. This course specially focuses on constructing an integrated marketing program that delivers superior value by using the marketing mix (the four Ps) – product/service design, pricing, distribution, and promotion. At last, other new contents of modern marketing, such as customer relationship management and partner relationship management are also briefly mentioned.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Describe marketing terminology and concepts and the principles used in developing marketing programs in a firm. CLO2. Identify wants, environmental factors and personal factors that shape marketing activities for certain target markets. CLO3. Explain the different types of goods, services, pricing, distribution and promotion in marketing strategies.
	Skill	CLO4. Identify the components that help to organize and assign individuals or groups to work together in the planning, implementation and control of marketing activities
	Attitude	CLO5. State the ethical requirements of marketing activities

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Chapter 1: Creating and Capturing Customer Value</td><td>1</td><td>I, R</td></tr><tr><td>Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships</td><td>1</td><td>I, R</td></tr><tr><td>Chapter 3: Analyzing the marketing environment</td><td>1</td><td>I, R</td></tr><tr><td>Chapter 5: Understanding consumer buyer behavior</td><td>2</td><td>I, R</td></tr><tr><td>Chapter 6: Business Markets and Business Buying Behavior</td><td>1</td><td>I, R</td></tr><tr><td>Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers</td><td>2</td><td>I, R</td></tr><tr><td>Chapter 8: Product, Services, and Brands: Building Customer Value</td><td>2</td><td>I, R</td></tr><tr><td>Chapter 10: Pricing: Understanding and Capturing Customer Value</td><td>1</td><td>I, R</td></tr><tr><td>Chapter 12: Marketing Channels: Delivering Customer Value</td><td>1</td><td>I, R</td></tr><tr><td>Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy</td><td>1</td><td>I, R</td></tr><tr><td>Chapter 15: Advertising and Public Relations</td><td>1</td><td>I, R</td></tr></table>	Topic	Weight	Level	Chapter 1: Creating and Capturing Customer Value	1	I, R	Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships	1	I, R	Chapter 3: Analyzing the marketing environment	1	I, R	Chapter 5: Understanding consumer buyer behavior	2	I, R	Chapter 6: Business Markets and Business Buying Behavior	1	I, R	Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers	2	I, R	Chapter 8: Product, Services, and Brands: Building Customer Value	2	I, R	Chapter 10: Pricing: Understanding and Capturing Customer Value	1	I, R	Chapter 12: Marketing Channels: Delivering Customer Value	1	I, R	Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy	1	I, R	Chapter 15: Advertising and Public Relations	1	I, R
Topic	Weight	Level																																			
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Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy	1	I, R																																			
Chapter 15: Advertising and Public Relations	1	I, R																																			
Examination forms	Multiple-choice questions, Short-answer questions, Case analysis																																				
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.																																				

Reading list	[1] Textbook: Philip Kotler and Gary Armstrong (2015), Principles of Marketing, 16th Edition, Prentice Hall, Upper Saddle River, New Jersey [2] Slides and other materials are provided in the Blackboard

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Creating and Capturing Customer Value	1	MCQs; Case analysis	Lecture, Discussion Group's project guidelines	[1], [2]
2	Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships	1,2	MCQs; Case analysis	Lecture, Discussion	[1], [2]
3	Chapter 3: Analyzing the marketing environment	1,2	MCQs; Case analysis	Lecture, Discussion	[1], [2]
4, 5	Chapter 5: Understanding consumer buyer behavior	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
6	Chapter 6: Business Markets and Business Buying Behavior	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
7, 8	Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
9	Midterm	1,2,3, 6	Short-answer questions; MCQs; Case analysis		
			70%*		

10, 11	Chapter 8: Product, Services, and Brands: Building Customer Value	1,2,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
12	Chapter 10: Pricing: Understanding and Capturing Customer Value	1,2,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
13	Chapter 12: Marketing Channels: Delivering Customer Value	1,2,3	Quiz 70%*	Lecture, Discussion	[1], [2]
14	Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy	1,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
15	Chapter 15: Advertising and Public Relations	1,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
16	Oral group project presentation	4,5	Oral Presentation 70%*	Q&A	
17	Final exam	1,2,3, 4,5	Short-answer questions; MCQs; Case analysis 70%*		

*Note: * Target that 70% of students having scores greater than 70 out of 100.*

4. Assessment plan

5. Rubrics

Criteria	INADEQUATE 10% – 49%	ADEQUATE 50% - 59%	ABOVE AVERAGE 60% - 74%	EXEMPLARY ≥ 75%
Organization and clarification	Does not organize ideas logically and with clarification. Limited evidence of coherence	Generally organized logically, with evidence of progression	Clear organization and progression. Responds appropriately and	Response is focused, detailed and non-tangential. Shows a high degree of attention to logic

	Ideas lack consistence	Occasionally, there may be a lack of focus or ideas may be tangential	relevantly, although some ideas are underdeveloped	and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify marketing issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify marketing issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify marketing issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly

Use of frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows arguments of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable, and sound arguments. Clear reasons are offered

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School

A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
 School of Business

COURSE SYLLABUS

Course Name: FINANCIAL ACCOUNTING

Course Code: BA005IU

1. General information

Course name	- Financial Accounting - Kế toán tài chính
Course designation	Financial Accounting is the entry-level course which explores the basis of accounting that would be beneficial to students seeking a degree in the business area. Students will be introduced to the importance of accounting within the business environment and how accounting information can be utilized to facilitate business decisions. Students who decide to choose the Accounting and Finance major may go on to take the course Managerial Accounting or Auditing in the following semesters, which will focus on evaluating and auditing firms, and report information to stakeholders.
Course type	☐ General knowledge ☒ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Mr. Vu, Tuan Anh
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, lesson, 2 big quizzes, project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45

	Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	This course develops a basic understanding on the theories, principles, and applications of accounting and financial reporting, essentials in the IFRS standard, including topics such as the theory of debit and credit, accounts, special journals, the accounting cycle, notes and interest, accruals and deferrals, cash, receivables, inventory, fixed assets, and the analysis of financial statements. In general, its primary aim is to provide the basic knowledge in preparing and processing accounting transactions to present financial details in a relevant and effective manner, as well as interpreting this accounting information for different types of external and internal investors, management and other accounting information users.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Identify the importance of accounting information in decision making and the role it plays within the business environment CLO2. Compare the relevant procedures of the accounting information life cycle and transformation of accounting information during this process. CLO3. Differentiate the development of accounting principles and policies through accounting theories and undertakings of the accounting professions

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

	<table><tr><td>Skill</td><td>CLO4. Organize individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities. CLO5: Identify the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities CLO6: Explain the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities</td></tr><tr><td>Attitude</td><td>CLO7: Hold skills and knowledge of global citizens CLO8: Practice skills and knowledge of global</td></tr></table>	Skill	CLO4. Organize individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities. CLO5: Identify the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities CLO6: Explain the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities	Attitude	CLO7: Hold skills and knowledge of global citizens CLO8: Practice skills and knowledge of global																													
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Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Introduction to Accounting and Business</td><td>1</td><td>I, T</td></tr><tr><td>Analyzing Transactions</td><td>2</td><td>T, U</td></tr><tr><td>The Adjusting process</td><td>1</td><td>T, U</td></tr><tr><td>Completing the Accounting cycle</td><td>2</td><td>T</td></tr><tr><td>Accounting for merchandising business</td><td>2</td><td>T, U</td></tr><tr><td>Accounting for Inventories</td><td>2</td><td>T</td></tr><tr><td>Accounting for Receivables</td><td>1</td><td>T, U</td></tr><tr><td>Accounting for Fixed Assets</td><td>1</td><td>T, U</td></tr><tr><td>Accounting for current liabilities</td><td>0.5</td><td>I, T</td></tr><tr><td>Financial Analysis</td><td>0.5</td><td>I, T</td></tr></table>	Topic	Weight	Level	Introduction to Accounting and Business	1	I, T	Analyzing Transactions	2	T, U	The Adjusting process	1	T, U	Completing the Accounting cycle	2	T	Accounting for merchandising business	2	T, U	Accounting for Inventories	2	T	Accounting for Receivables	1	T, U	Accounting for Fixed Assets	1	T, U	Accounting for current liabilities	0.5	I, T	Financial Analysis	0.5	I, T
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Accounting for Fixed Assets	1	T, U																																
Accounting for current liabilities	0.5	I, T																																
Financial Analysis	0.5	I, T																																
Examination forms	Multiple-choice questions, short-answer questions																																	
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.																																	

Reading list	[1] Jerry J Weygandt, Paul D Kimmel, Donald E Kieso, Accounting Principles IFRS Version, Global Edition [2] Carl Warren, Accounting With IFRS Essentials: An Asia Edition, 1st Edition

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction to Accounting and Business - The Nature of Accounting and Business - Accounting Equation - Financial Statements	1, 4	Quiz1	Lecture, Discussion, Inclass-Quiz	[1]. [2].
2-3	Analyzing Transactions - Double-entry Accounting System - Journalizing Entries and Posting Them to Accounts - Trial Balance	3	HW1	Lecture, Inclass-Quiz, HW	[1].
4	The Adjusting Process - Adjusting entries - Adjusted Trial Balance	3	Quiz4	Lecture, Group work	[2].
5-6	Completing the Accounting Cycle - Flow of Accounting Information - Closing Entries - Accounting Cycle	2	HW2, Quiz6	Lecture, Group work, HW	[1]. [2].
7	Accounting for Merchandising Businesses - Financial Statements for a Merchandising Business				

	- Merchandising Transactions				
8,10	Inventories - Inventory Costing Methods - Reporting Merchandising Inventory in the Financial Statements - Estimating Inventory Cost	3		Lecture, Group work	[2].
9	Midterm				
11-12	Receivables - Direct write-off method for Uncollectible Accounts - Allowance Method for Uncollectible Accounts	3	HW3	Lecture, Group work, HW	[2]. [1].
13	Fixed Assets - Plant Asset Expenditures Depreciation Methods	3		Lecture, Group work	[3].
14	Fixed Assets - Plant Asset Disposals - Statement preparation Analysis and	3	HW4	Lecture, Discussion, HW	[2].
15	Current liabilities - Accounting for liabilities Reporting and Analyzing	3,4	Quiz15	Lecture, Inclass-Quiz	[1]. [2].
16	Current liabilities - Accounting for liabilities Reporting and Analyzing			Review-Test	
17	Final exam				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
2 big quizzes (10%)	Qz1 60% Pass	Qz6 60% Pass		Qz15 60%Pass
In-class exercises (20%)	HW2 50% Pass		HW1, HW3, HW4 50% Pass	
Midterm exam (30%)		Q3 50% Pass	Q1, Q2 50% Pass	
Final exam (40%)	Part I 50% Pass		Part II.1,2 50% Pass	Part II.3 50% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY $\geq 90\%$
Organisation and clarification	No evidence of organization and coherence	Does not organize ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information on	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School

A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: FUNDAMENTAL OF FINANCIAL MANAGEMENT

Course Code: **BA016IU**

1. General information

Course name	- Fundamental of Financial Management - Nguyên lý Quản trị Tài chính
Course designation	<i>Fundamentals of Financial Management</i> provides students with basic concepts of financial management. The course is provided based on foundation knowledge of financial accounting and economics. This course may fulfill requirements of the curriculum for students majoring in business administration in general; however, it is the foundation for students majoring in finance, banking and accounting. For those students that major in finance, banking and accounting, they can take higher level courses in finance after this course, to count for some, Corporate Finance, Financial Institutions and Market, Portfolio Theory and Investment Analysis, International Finance, Business Analysis and Valuation, etc
Course type	☐ General knowledge ☒ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Nguyen Canh Tien MSc. Le Hong Nhung MSc. Phan Ngoc Anh MSc. Le Dang Thuy Trang MSc. Tran Nhat Minh MSc. Vu Khanh Thien
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective

Teaching methods	Lecture, lesson, 2 class tests	
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	The aim of this course is to expose students to and familiarize them with the theoretical frameworks and practical matters of financial management.. The learning experience will include: an introduction to financial management; time value of money; techniques of pricing of financial instruments such as bonds and stocks; evaluation of major projects; the relationship between risk and return; an introduction to Capital Asset Pricing Model (CAPM) and Portfolio theory; and cost of capital and capital structuring	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Recognize concepts, theories and fundamental knowledge in finance.
	Skill	CLO2: Identify value, culture and beliefs of others.
	Attitude	CLO3: Explain the ethical requirements of business activities CLO4: Hold skills and knowledge of global citizens

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to financial management	1	I,R
	Time Value of Money	3	I,R
	Bond and their valuation	1	I,R
	Stock and their valuation	1	I,R
	Project investment criteria and Capital budgeting decision	1	I,R
	Capital Budgeting and Cash Flow Projection	2	I,R
	Risk, Return and Capital Budgeting	2	I,R
	Capital Structure and Cost of Capital	1	I,R
	Introduction to financial management	1	I,R
Examination forms	Multiple-choice questions, short-answer questions, application problems		
Study and examination requirements	Attendance: Class Attendance is Mandatory. Roll will be taken by two quizzes’ submissions at times of classes. University regulations indicate that if students attend less than eighty percent o f scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds Assignments/Examination: Students must achieve a composite mark of at least 50; and make a satisfactory attempt at all assessment tasks.		
Reading list	[1] Richard A. Brealey_ Stewart C. Myers_ Alan J. Marcus - Fundamentals of Corporate Finance-McGraw-Hill Education (2017) [2] Brigham, E. F. and Houston, J. F. (2007), Fundamentals of Financial Management, 11th edn, South- Western [3] Ross, S. A., Westerfield, R. W., and Jordan, B. D. (2010) Fundamentals of Corporate Finance - 7th ed, McGraw Hill		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1		X				
CLO2		X				
CLO3			X			
CLO4						X

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to corporate finance Introduction Corporation Goals of the corporation Financial Decision Agency problems Working Capital Management Roles of Financial Manager Why corporations need financial markets? Functions of financial markets and intermediates	1,2,3,4	MCQs	Lecture, Discussion	[1],[2],[3]]

2	Time Value of Money Basic concepts Timeline/ Future values (FV)/ Present values (PV) Simple interest rate (SR)/ Compound interest rate(CR) Multiple cash flows Future value of Multiple Cash Flows Present value of Multiple Cash Flows Perpetuity cash flows Present Value of a Perpetuity Ordinary annuity cash flow/ Annuity due cash flow Future Value of an Annuity Present Value of an Annuity	1,2	MCQs	Lecture, Discussion	[1],[2],[3]]
3	Time Value of Money (Cont.) Growing ordinary annuity cash flow/ Growing annuity due cash flow Future Value of an growing annuity	1,2	MCQs	Lecture, Discussion	[1],[2],[3]]
	Present Value of an growing annuity Mortgage loans Inflation and time value of money Real versus nominal cash flows Effective annual interest rates (EAR)				
4	Bonds and their evaluation Bond characteristics Bond evaluation Coupon bonds, semi- annual coupon bonds Zero-coupon bonds Bond yield Current yield	1,2	MCQs	Lecture, Discussion	[1],[2],[3]]

	Yield to maturity (YTM) Rate of return Relationship between market interest rate and bond price Bond premiums and bond discounts				
5	Stock and their evaluation Equity versus debt Common stocks Preferred stocks Book values, Liquidation values, and Market values Stock valuation: Dividend Discount Model (DDM) Zero growth common stocks Constant growth common stocks Differential growth common stocks Preferred stocks Growth stocks and Income stocks	1,2	MCQs	Lecture, Discussion	[1],[2],[3]
	Midterm	1,2,3	MCQs		[1],[2],[3]
6	Project Investment Criteria and Capital Budgeting Decision Capital budgeting decision Capital budgeting process Project classifications Net Present Value (NPV) method Internal Rate of Return (IRR) method Payback Period (PP)/ Discount Payback period (DPP) method Profitability Index (PI)	1,2,3,4	MCQs	Lecture, Discussion	[1],[2],[3]

7	Project Investment Criteria and Capital Budgeting (Cont.) Principles of identifying cash flows Calculating Cash Flows Capital investment Operating cash flows Investment in working capital Terminal-year incremental cash flow Minicase	1,2,3	MCQs	Lecture, Discussion	[1],[2],[3]
8	Introduction to Risk, Return and Opportunity Cost of Capital Introduction relationship between Risk and Return Historical overview of risk and return Rates of return Measuring risk Variance and standard deviation Risk and diversification Diversification Asset versus portfolio risk Variance and standard deviation of returns for a two- asset portfolio Unique risk versus market risk	1,2,3	MCQs	Lecture, Discussion	[1],[2],[3]
9	Risk, Return and capital budgeting Measuring market risk Concept of beta Portfolio betas Risk and return Capital Asset Pricing Model (CAPM) Security Market Line (SML) Capital budgeting and Project Risk	1,2,3	MCQs	Lecture, Discussion	[1],[2],[3]

10	Capital Structure and Cost of Capital Measuring capital structure Market versus book weight Cost of capital Cost of debt Cost of preferred stocks Cost of equity Cost of retained earning Weighted Average Cost of Capital (WACC) WACC and business evaluation	1,2	MCQs	Lecture, Discussion	[1],[2],[3]
11	Final Exam	1,2,3,4	MCQs, short answers, essay		[1],[2],[3]

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Two Class tests (30%)	60% Pass	60% Pass		
Midterm exam (30%)	50% Pass	50% Pass	50% Pass	50% Pass
Final exam (40%)	50% Pass	50% Pass	50% Pass	50% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

5.1. Grading checklist

Grading checklist for Written Reports	
Student:	HW/Assignment:
Date:	Evaluator:

	Max.	Score	Comments
Technical content (60%)			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
Organization (10%)			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
Presentation (20%)			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
Quality of Layout and Graphics (10%)	10		
TOTAL SCORE	100		

5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

5.3. Analytic rubric

Critical thinking value rubric for evaluating questions in exams:

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organization and clarification	No evidence of organization and coherence	Does not organize ideas logically and with clarification. Limited evidence of coherence. Ideas lack consistence	Generally organized logically, with evidence of progression. Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument is addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear were inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly

Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School



A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC

INTERNATIONAL UNIVERSITY

School of Business

COURSE SYLLABUS**Course Name:** MARKETING RESEARCH**Course Code:** BA117IU**1. General information**

Course name	- Marketing Research - Nghiên cứu Marketing
Course designation	The study of Microeconomics focuses mainly on how households and firms make decisions and the interactions of these decision makers in the resource and goods markets. It seeks to explain the prices and quantities of individual goods and services produced. It also provides insights into how the economy works, the economics of the environment, microeconomic reforms and an understanding of the effects of government intervention (regulations and taxes) on the economy and on various groups in society.
Course type	☐ <i>General knowledge</i> ☒ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Ha Minh Tri
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, case, project, seminar.
Workload (incl. contact hours,	(Estimated) Total workload: 135

self-study hours)	Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	The course aims to help students understand the marketing research process for businesses and its implications on the success of a company. Specifically, students will understand the role of marketing research with a scientific approach and will learn and apply multiple techniques of a business marketing research project in a professional way. Students completing the course should be able to: - Understand the role of Marketing research in business operations - Apply the marketing research process - Understand key types of marketing research - Apply qualitative and quantitative research in businesses - Analyze primary data in field study - Develop presentation skills by making the marketing research report	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Identify management problems and translate these into feasible research questions. CLO2. Explain the concepts and methods of marketing research.
	Skill	CLO3. Design and manage objective and unbiased

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

		research. CLO4. Suggest appropriate courses of action based on marketing research information. CLO5. Critically evaluate research results.																																																
	Attitude	CLO6. Reason around ethical and privacy issues in data and research conduct and apply ethical practices.																																																
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table border="1"> <thead> <tr> <th>Topic</th><th>Weight</th><th>Level</th></tr> </thead> <tbody> <tr> <td>Introduction to marketing research. Defining the Marketing Research Problem and Developing an Approach.</td><td>1</td><td>I, T</td></tr> <tr> <td>Research design</td><td>1</td><td>T, U</td></tr> <tr> <td>Exploratory Research Design: Secondary Data</td><td>1</td><td>T, U</td></tr> <tr> <td>Exploratory Research Design: Qualitative Research</td><td></td><td></td></tr> <tr> <td>Descriptive Research Design: Survey and Observation</td><td>1</td><td>T, U</td></tr> <tr> <td>Causal Research Design: Experimentation</td><td>1</td><td>T, U</td></tr> <tr> <td>Measurement and Scaling</td><td>1</td><td>T, U</td></tr> <tr> <td>Questionnaire and Form Design</td><td>1</td><td>T, U</td></tr> <tr> <td>Sampling: Design and Procedures</td><td>1</td><td>T, U</td></tr> <tr> <td>Fieldwork</td><td>1</td><td>I, U</td></tr> <tr> <td>Data Preparation</td><td>1</td><td>I, U</td></tr> <tr> <td>Frequency Distribution, Cross-Tabulation, and Hypothesis Testing.</td><td>1</td><td>I, U</td></tr> <tr> <td>Analysis of Variance and Covariance.</td><td>1</td><td>I, U</td></tr> <tr> <td>Correlation and Regression</td><td>1</td><td>I, U</td></tr> <tr> <td>Factor analysis. Review</td><td>2</td><td>I, U</td></tr> </tbody> </table>		Topic	Weight	Level	Introduction to marketing research. Defining the Marketing Research Problem and Developing an Approach.	1	I, T	Research design	1	T, U	Exploratory Research Design: Secondary Data	1	T, U	Exploratory Research Design: Qualitative Research			Descriptive Research Design: Survey and Observation	1	T, U	Causal Research Design: Experimentation	1	T, U	Measurement and Scaling	1	T, U	Questionnaire and Form Design	1	T, U	Sampling: Design and Procedures	1	T, U	Fieldwork	1	I, U	Data Preparation	1	I, U	Frequency Distribution, Cross-Tabulation, and Hypothesis Testing.	1	I, U	Analysis of Variance and Covariance.	1	I, U	Correlation and Regression	1	I, U	Factor analysis. Review	2	I, U
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Examination	Short-answer questions, cases																																																	

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Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1]. Malhotra, Naresh K. (2020). Marketing Research: An Applied Orientation, Global Edition (7th Ed.).Pearson [2] Ha, M.-T. (2022). Data Collection Using Online Questionnaires in Marketing. In Sage Research Methods: Doing Research Online. SAGE Publications. https://doi.org/10.4135/9781529603569 [3] Ha, T. M., & Trinh, D. V. (2021). Green Brand Equity and COVID-19 Post-Pandemic: The Case of the World's First Coffee Face Mask in Vietnam. In J. Lee & S. H. Han (Eds.), The Future of Service Post-COVID- 19 Pandemic, Volume 2 (pp. 65-86). Springer Singapore. https://doi.org/10.1007/978-981-33-4134-0_4

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO						
CLO	1	2	3	4	5	6	
1		x					
2		x					
3			x				
4			x				
5			x				
6						6	

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources

1	Introduction to marketing research. Defining the Marketing Research Problem and Developing an Approach.	1, 2	Quiz	Lecture, Discussion in class-Quiz	[1]
2	Research design	1, 2	HW	Lecture, HW	[1]
3	Exploratory Research Design: Secondary Data	3, 4, 5	HW	Lecture, HW	[1]
4	Exploratory Research Design: Qualitative Research	3, 4, 5	Quiz	Lecture, In class-Quiz	[1]
5	Descriptive Research Design: Survey and Observation	3, 4, 5	Group work	Lecture, Group work	[1]
6	Causal Research Design: Experimentation	3, 4, 5	Quiz	Lecture, Discussion, In class-Quiz	[1]
7	Measurement and Scaling	3, 4, 5	HW	Lecture, Discussion, HW	[1]
8	Questionnaire and Form Design	3, 4, 5	HW	Lecture, Discussion, HW	[1]
	Midterm				
9	Fieldwork	3, 4, 5, 6	HW	Lecture, Discussion, HW	[1]
10	Data Preparation	3, 4, 5, 6	HW	Lecture, Discussion, HW	[1]
11	Frequency Distribution, Cross-Tabulation, and Hypothesis Testing.	3, 4, 5, 6	HW	Lecture, Discussion, HW	[1]
12	Analysis of Variance and Covariance.	3, 4, 5, 6	HW	Lecture, Discussion, HW	[1]
13	Correlation and Regression	3, 4, 5, 6	HW	Lecture, Discussion, HW	[1]
14	Factor analysis	3, 4, 5, 6	HW	Lecture, Discussion, HW	[1]

15	Factor analysis. Revision	3, 4, 5, 6	HW	Lecture, Discussion, HW	[1]
16	Final exam				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
In-class exercises/quizzes (10%)	Quizz 50% Pass	Quizz 50% Pass	Quizz 50% Pass	Quizz 50% Pass	Quizz 50% Pass	
Homework (10%)	HW 50% Pass	HW 50% Pass	HW 50% Pass	HW 50% Pass	HW 50% Pass	HW 50% Pass
Group work (20%)	GW 50% Pass	GW 50% Pass	GW 50% Pass	GW 50% Pass	GW 50% Pass	GW 50% Pass
Midterm exam (30%)	Q1 50% Pass		Q3 50% Pass	Q4 50% Pass	Q6 50% Pass	
Final exam (30%)	Q1 50% Pass		Q3 50% Pass	Q4 50% Pass	Q6 50% Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	Does not organize ideas logically and with clarification	Generally organised logically, with evidence of progression	Clear organization and progression. Responds appropriately and relevantly, although	Response is focused, detailed and nontangential.

	Limited evidence of coherence Ideas lack consistence	Occasionally, there may be a lack of focus or ideas may be tangential	some ideas are underdeveloped	Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly

Use of frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
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6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School



A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC

INTERNATIONAL UNIVERSITY

School of Business

COURSE SYLLABUS**Course Name: CONSUMER BEHAVIOR**Course Code: **BA083IU****1. General information**

Course name	- Consumer Behavior - Hành vi khách hàng
Course designation	Consumer Behavior is designed for students to develop conceptual and theoretical understanding of consumer behavior
Course type	☐ <i>General knowledge</i> ☒ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lectures, Quizzes, examinations.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45

	Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	• The aim of this course is to provide an overview on how the psychological, socio-cultural and environmental factors affect consumer behavior and their implications on marketing strategies. • Further topics of study emphasizes how consumer decisions are made according to internal/external influences. • The course uses multiple formats to expose students to a comprehensive interaction between consumer behavior and marketing mix.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Examine the relationship between consumer behavior and marketing strategies in a dynamic business environment. CLO2. Appraise how internal and external factors influence consumer behavior.
	Skill	CLO3. Explain consumer decision making and their implications on marketing strategies. CLO4. Apply consumer behavior concepts and theories to practical marketing situations.
	Attitude	CLO5. Examine ethical issues in consumer decision making influences

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table border="1"> <thead> <tr> <th>Topic</th><th>Weight</th><th>Level</th></tr> </thead> <tbody> <tr> <td>Chapter 1: Consumer Behavior and Marketing</td><td>1</td><td>I, R</td></tr> <tr> <td>Chapter 2: Cross-Cultural Variations In Consumer Behavior</td><td>1</td><td>I, R</td></tr> <tr> <td>Chapter 7: Group Influences on Consumer Behavior</td><td>1</td><td>I, R</td></tr> <tr> <td>Chapter 8: Perception</td><td>1</td><td>I, R</td></tr> <tr> <td>Chapter 9: Learning, Memory, and Product Positioning</td><td>1</td><td>I, R</td></tr> <tr> <td>Chapter 10: Motivation, Personality, and Emotion</td><td>1</td><td>I, R</td></tr> <tr> <td>Chapter 11: Attitudes and Influencing Attitudes</td><td>2</td><td>I, R</td></tr> <tr> <td>Chapter 12: Self-Concept and Lifestyle</td><td>1</td><td>I, R</td></tr> <tr> <td>Chapter 13: Situational Influences</td><td>1</td><td>I, R</td></tr> <tr> <td>Chapter 14: Consumer Decision Process and Problem Recognition</td><td>2</td><td>I, R</td></tr> <tr> <td>Chapter 15: Information Search</td><td>1</td><td>I, R</td></tr> <tr> <td>Chapter 16: Alternative Evaluation and Selection</td><td>1</td><td>I, R</td></tr> <tr> <td>Chapter 17: Outlet Selection and Purchase</td><td>1</td><td>I, R</td></tr> </tbody> </table>		Topic	Weight	Level	Chapter 1: Consumer Behavior and Marketing	1	I, R	Chapter 2: Cross-Cultural Variations In Consumer Behavior	1	I, R	Chapter 7: Group Influences on Consumer Behavior	1	I, R	Chapter 8: Perception	1	I, R	Chapter 9: Learning, Memory, and Product Positioning	1	I, R	Chapter 10: Motivation, Personality, and Emotion	1	I, R	Chapter 11: Attitudes and Influencing Attitudes	2	I, R	Chapter 12: Self-Concept and Lifestyle	1	I, R	Chapter 13: Situational Influences	1	I, R	Chapter 14: Consumer Decision Process and Problem Recognition	2	I, R	Chapter 15: Information Search	1	I, R	Chapter 16: Alternative Evaluation and Selection	1	I, R	Chapter 17: Outlet Selection and Purchase	1	I, R
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Examination forms	Multiple-choice questions, Short-answer questions, Case analysis																																											
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.																																											
Reading list	[1] Textbook: Hawkins, D., & David L, M. (2015). Consumer Behavior: Building Marketing Strategy 11th Ed.. [2] Slides and other materials are provided in the Blackboard																																											

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Consumer Behavior and Marketing	1	MCQs	Lecture, Discussion Group's project guidelines	[1], [2]
2	Chapter 2: Cross-Cultural Variations In Consumer Behavior	1,3	MCQs	Lecture, Discussion	[1], [2]
3	Chapter 7: Group Influences on Consumer Behavior	1,2	Quiz	Lecture, Discussion	[1], [2]
4	Chapter 8: Perception	1,3	MCQs	Lecture, Discussion	[1], [2]
5	Chapter 9: Learning, Memory, and Product Positioning	1,3	MCQs	Lecture, Discussion	[1], [2]
6	Chapter 10: Motivation, Personality, and Emotion	1,3,4	MCQs; Case analyses	Lecture, Discussion	[1], [2]
7, 8	Chapter 11: Attitudes and Influencing Attitudes	1,2,3	MCQs; Quiz	Lecture, Discussion	[1], [2]
9	Midterm				
10	Chapter 12: Self-Concept and Lifestyle	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]

11	Chapter 13: Situational Influences	1,2,4	MCQs; Case analysis	Lecture, Discussion	[1], [2]
12, 13	Chapter 14: Consumer Decision Process and Problem Recognition	1,3,5	Quiz	Lecture, Discussion	[1], [2]
14	Chapter 15: Information Search	1,3,4	MCQs;	Lecture, Discussion	[1], [2]
15	Chapter 16: Alternative Evaluation and Selection	1,3,4	MCQs;	Lecture, Discussion	[1], [2]
16	Chapter 17: Outlet Selection and Purchase	1,3,4,5	MCQs;	Lecture, Discussion	[1], [2]
17	Final exam	1,2,3, 4,5	Short-questions; answer MCQ		

*Note: * Target that 70% of students having scores greater than 70 out of 100*

4. Assessment plan

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
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	Ideas lack consistence	Occasionally, there may be a lack of focus or ideas may be tangential	some ideas are underdeveloped	Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly

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6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School



A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC

INTERNATIONAL UNIVERSITY

School of Business

COURSE SYLLABUS

Course Name: BUSINESS GAME

Course Code: BA140IU

1. General information

Course name	- Business Game - Mô phỏng Marketing
Course designation	Hubro Marketing Simulation (HMS; https://hubro.education) helps students obtain an overall practical understanding of the marketing curriculum's basic concepts and how marketing interplays with the rest of the business. The game addresses three skills, first, information literacy, as the students must manage various sources of information and interpret it according to set criteria. Second, the students are organized in groups, fostering collaborative, social and leadership skills. Yet, the game could be played alone and does not strictly qualify as a collaboration-demanding game. Third, the decision-making process requires problem-solving with no obvious correct answers or trial-and-error. A core task is to prioritize actions with limited resources and partially incomplete information. Students analyse customer segments, identify preferences and habits, invest in technology and product development, organize promotions and distribution channels, set prices and define a marketing mix to maximize sales. The game gives indirect feedback through company performance. HMS integrates a range of functional business areas such as marketing, finance, research and development and production. Students manage a virtual company within a dynamic competitive environment, and it thus resembles other business and marketing simulation games. HMS provides a synthetic experiential learning environment that facilitates decision-making within a complex and dynamic

	setting. The game adds to the case-based instruction by letting students live out the cases. Students work together in groups and compete with other student groups in the classroom. Within-group discussion and collaboration on decisions requires the students to apply theory, make decisions and review consequences. Their decisions have important consequences as the students seek to gain profits, considered as overall scores, within each financial quarter and compete against other businesses run by fellow students or simulated by the game. Making decisions within a multifilm industry, students are responsible not only for their own firm's strategic decisions, but additionally for anticipating and reacting to the competitive decisions of their peers During classroom gameplay, the teacher explains gameplay rules, connect game content to curriculum objectives, encourage reflection and decide when to move from one financial quarter to the next.
Course type	☐ <i>General knowledge</i> ☒ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Alang Tho
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Mô phỏng Marketing
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45

	Private study including examination preparation, specified in hours ¹ : 90							
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)							
Number of periods	Theory: 45. Practice: 0							
Required and recommended prerequisites for joining the course	None							
Course objectives	Present the principles of modern marketing management, as well as the unique challenges that businesses face while conducting the marketing activities in dynamic environment Perceive the importance of strategic planning process for coordinated marketing activities conduction. Present the methodology used by businesses for product/services marketing strategies and plans development. Present specific marketing management areas with a special emphasis on: product life cycle, competition strategies and international business operations. Analyze the influence of competition on the marketing management process.							
Course learning outcomes	Upon the successful completion of this course students will be able to: <table><tr><th>Competency level</th><th>Course learning outcome (CLO)</th></tr><tr><td>Knowledge</td><td>CLO 1 Analyse customer segments, identify preferences and habits, invest in technology and product development, organize promotions and distribution channels, set prices and define a marketing mix to maximize sales</td></tr><tr><td>Skill</td><td>CLO 2 To prioritize actions with limited resources and partially incomplete information</td></tr></table>		Competency level	Course learning outcome (CLO)	Knowledge	CLO 1 Analyse customer segments, identify preferences and habits, invest in technology and product development, organize promotions and distribution channels, set prices and define a marketing mix to maximize sales	Skill	CLO 2 To prioritize actions with limited resources and partially incomplete information
Competency level	Course learning outcome (CLO)							
Knowledge	CLO 1 Analyse customer segments, identify preferences and habits, invest in technology and product development, organize promotions and distribution channels, set prices and define a marketing mix to maximize sales							
Skill	CLO 2 To prioritize actions with limited resources and partially incomplete information							

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

	Attitude	CLO 3 Practice collaborative, social and disciplines	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction	1	I, T
	Familiarize with the game - part 1	1	T, U
	Familiarize with the game - part 2	1	T, U
	Familiarize with the game - part 3	1	T, <u>U</u>
	Pareto principles	1	T, U
	Target segments	1	T, U
	Product attributes for the chosen segments	1	T, U
	Pricing	1	T, U
	Midterm break	1	I, U
	Marketing media and channels	1	I, U
	Learn from the results	1	I, U
Learn from the results	1	I, U	
Importance Performance analysis	1	I, U	

	Product LifeCycle Marketing Strategies	2	I, U	
Examination forms	Grading: Against robot simulation: 35%, against team simulation 35%, attendance and group participation 30% (No midterm and final exam)			
Study and examination requirements	<i>Students are required to earn a minimum of a 50% of the grade in order pass the course</i>			
Reading list	<i>Hubro Marketing Simulation Guidelines (online)</i>			

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLOs									
CLOs	1	2	3	4	5	6				
1			x	x	x					
2			x	x	x					
3			x	x		x				

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction	1	NA	Simulation	Hubro online
2	Familiarize with the game - part 1	1	NA	Simulation	Hubro online
3	Familiarize with the game - part 2	1	NA	Simulation	Hubro online
4	Familiarize with the game - part 3	1	Computerized	Simulation	Hubro online
5	Pareto principles	2345	Computerized	Lecture/discussion	Pareto online

6	Target segments	23456	Computerized	Simulation	Hubro online
7	Product attributes for the chosen segments	23456	Computerized	Simulation	Hubro online
8	Pricing	23456	Computerized	Simulation	Hubro online
9	Midterm break				
10	Marketing media and channels	23456	Computerized	Simulation	Hubro online
11	Learn from the results	245	Computerized	Simulation	Hubro online
12	Learn from the results	245	Computerized	Simulation	Hubro online
13	Importance Performance analysis	246	Questions	Lectures	Online
14	Product LifeCycle Marketing Strategies	246	Question	Lectures	Online
15	Sum up	12345	NA	Presentation	

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Against robot simulation (35%)	70 %Pass	70 %Pass	70 %Pass
Against team simulation (35%)	70 %Pass	70%Pass	70 %Pass
Group participation (30%)	100 %Pass	100 %Pass	100 %Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

This course uses the Hubro simulation. When students play the simulation, all activities are assessed by the simulation and converted to grade.

5.1. Grading checklist

Grading checklist for Written Reports			
Student:		HW/Assignment:	
Date:		Evaluator:	
	Max.	Score	Comments
Part 1..... (....%)			
Criterion 1:			
Criterion 2:			
Criterion 3:			
Criterion ...:			
Part 2..... (....%)			
Criterion 1 ...:			
Criterion ...:			
Part 3..... (....%)			
Criterion 1...:			
Criterion ...:			
Part (....%)			
TOTAL SCORE	100		

5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description

Note: this rubric is also used to evaluate questions in an exam.

5.3. Analytic rubric

Critical thinking value rubric for evaluating questions in exams:

	Capstone	Milestone		Benchmark
	4	3	2	1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be	Shows an emerging awareness of present assumptions (sometimes labels

	evaluates the relevance of contexts when presenting a position.		more aware of others' assumptions than one's own (or vice versa).	assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

	consistently observable and is skillful and makes the content of the presentation cohesive.	consistently observable within the presentation.	observable within the presentation.	
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.

	authority on the topic.			
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School



A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
 School of Business

COURSE SYLLABUS

Course Name: MARKETING STRATEGY

Course Code: **BA083IU**

1. General information

Course name	- Marketing strategy - Chiến lược Marketing
Course designation	Marketing Strategy focuses on the global environment forces and marketing strategies of multinational corporations (MNCs). It builds on, and extends the materials taught in Marketing Management. Students majoring in International Business and/or Marketing may go on to take Global Strategic Management in the following semester, which will dwell on matters related to management across cultures and strategic management of MNCs.
Course type	☐ General knowledge ☒ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	1, 2 , 3
Person responsible for the course	Dr. Le Tran Phuoc Mai Hoang (Ms.) Email: ltpmhoang@hcmiu.edu.vn
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, presentation, discussion.

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	- Previous course (Course code – Course name): Principle of Marketing (BA003IU) and Principle of Management (BA123IU)	
Course objectives	Marketing Strategy is certainly valuable for people who are going into marketing. It is also useful for people who are going into finance, strategy, operations and other functions. The course takes a broad view; every function is involved in building a strong business that succeeds in the market. This course is focused on helping you become a strategic marketer, so that you can create, gain support for and execute marketing plans that will build strong and enduring businesses.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Summarize the marketing concepts to create a strong marketing plan. (R)
	Skill	CLO2. Organize groups to discuss marketing issues and solve problems arising from day to day business activities. (M)

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

		CLO3. Differentiate marketing activities between the business and consumer market. (M) CLO4. Apply key marketing frameworks to analyze situations and make decisions. (M)																																													
	Attitude	CLO5. Explain appropriate ethical requirements of the marketing activities to support a sustainable business environment at both local and global levels. (R)																																													
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table border="1"> <thead> <tr> <th>Topic</th><th>Weight</th><th>Level</th></tr> </thead> <tbody> <tr> <td>Defining Marketing for the New Realities</td><td>1</td><td>I, T, U</td></tr> <tr> <td>Marketing Planning and Management</td><td>1</td><td>I, T, U</td></tr> <tr> <td>The Half Truth of First Mover Advantage</td><td></td><td></td></tr> <tr> <td>Analyzing Consumer Markets</td><td>1</td><td>I, T, U</td></tr> <tr> <td>The Glocal Strategy of Global Brands</td><td></td><td></td></tr> <tr> <td>Analyzing Business Markets</td><td>1</td><td>I, T, U</td></tr> <tr> <td>Blue ocean strategy</td><td></td><td></td></tr> <tr> <td>Conducting Marketing Research</td><td>1</td><td>I, T, U</td></tr> <tr> <td>Identifying Market Segments and Target Customers</td><td>1</td><td>I, T</td></tr> <tr> <td>Strategies for new market entries</td><td>1</td><td>T, U</td></tr> <tr> <td>Strategies for growth markets</td><td>1</td><td>T, U</td></tr> <tr> <td>Strategies for mature and declining markets</td><td>1</td><td>T, U</td></tr> <tr> <td>Implementing business and marketing strategies</td><td>1</td><td>T, U</td></tr> <tr> <td>Company & Market analysis</td><td>1</td><td>U</td></tr> </tbody> </table>		Topic	Weight	Level	Defining Marketing for the New Realities	1	I, T, U	Marketing Planning and Management	1	I, T, U	The Half Truth of First Mover Advantage			Analyzing Consumer Markets	1	I, T, U	The Glocal Strategy of Global Brands			Analyzing Business Markets	1	I, T, U	Blue ocean strategy			Conducting Marketing Research	1	I, T, U	Identifying Market Segments and Target Customers	1	I, T	Strategies for new market entries	1	T, U	Strategies for growth markets	1	T, U	Strategies for mature and declining markets	1	T, U	Implementing business and marketing strategies	1	T, U	Company & Market analysis	1	U
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Implementing business and marketing strategies	1	T, U																																													
Company & Market analysis	1	U																																													
Examination forms	Multiple-choice questions; writing questions.																																														
Study and examination requirements	- Attend more than 80% of contact hours in order to be accepted to the final examination. - Actively participate in class activities.																																														

	- Fulfill tasks given by the instructor after class. - Use a laptop in class only for learning purposes. - Read the textbook and reading material in advance. - Access the course Blackboard for up-to-date information and material of the course, for online support from teachers and other students, and for practicing and assessment. - Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	<u>Textbook:</u> Marketing Management, 16th edition, ISBN 978-0-13-588715-8, by Philip Kotler, Kevin Lane Keller and Alexander Chernev (Pearson Education, 2022) <u>Additional Reading:</u> Marketing Strategy: A Strategic Decision-Making Approach, 8th by John W. Mullins and Orville C. Walker, Jr. (McGraw-Hill, 2013) <u>Additional materials provided in Blackboard</u> The learning materials for the course are delivered in three ways, (1) lectures; (2) readings from prescribed text; and (3) resources provided through Blackboard. Students must use each resource fully and equally to achieve the course objectives. <u>Recommended Journals</u> Harvard Business Review Journal of Marketing Journal of Services Marketing Journal of Marketing Management Journal of Retailing and Consumer Services Journal of Consumer Behaviour <u>Other Resources, Support and Information</u> Additional learning assistance is available for students in this course and will be made available on Blackboard. Academic journal articles are available through connections via the <u>VNU - Central Library</u>. Recommended articles will be duly informed to the students.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-10) is shown in the following table:

	PLO									
CLO	1	2	3	4	5	6	7	8	9	10
1	R									R
2			M							M
3										M
4	M									M
5				R	M	R				

3. Planned learning activities and teaching methods

Week	Topic	Assessment	CLO	Learning activities	Sources
1	Course introduction and Group registration	Attendance	1, 2, 3, 4, 5	Register group members; Read Syllabus; Register topic for group assignment	Text book (Kotler et al., 2022); Additional reading (Walker & Mullins, 2013)
2	Defining Marketing for the New Realities	Class participation		Lecture, Discussion, Read Chapter 1 (Textbook)	Kotler et al. (2022)
3	- Marketing Planning and Management - The Half Truth of First Mover Advantage	Group assignment 1: Presentation and report		Lecture, Discussion, Read Chapter 2 (Textbook) & reading material.	Kotler et al. (2022); Suarez, F., & Lanzolla, G. (2005). The half-truth of first-mover advantage. <i>Harvard business review</i> , 83, 121–127.
4	- Analyzing Consumer Markets	Group assignment 2:		Lecture, Discussion,	Kotler et al. (2022);

	- The Glocal Strategy of Global Brands	Presentation and report		Read Chapter 3 (Textbook) & reading material.	Dumitrescu, L., & Vine Rean, S. (2010). The glocal strategy of global brands. <i>Studies in Business and Economics</i> , 5(3), 147-155.
5	- Analyzing Business Markets - Blue ocean strategy	Group Assignment 3: Presentation and report		Lecture, Discussion, Read: Chapter 4 (Textbook) & reading material	Kotler et al. (2022); Kim, W. C., & Mauborgne, R. A. (2004). Blue Ocean Strategy. <i>Harvard business review</i> . Further reading: Blue Ocean strategy. Available at https://hbr.org/2004/10/blue-ocean-strategy
6	Conducting Marketing Research: + The Marketing Research System + The Marketing Research Process	Discussion		Lecture, Discussion, Read Chapter 5 (Textbook) & reading material	Kotler et al. (2022); Park, J., & Le, H. T. P. M. (2023). A shared-transportation mobile app continuance model: The moderating effects of brand awareness. <i>Journal of Consumer Behaviour</i> , 22(2), 496-510.
7	- Company & Market analysis: + Blueprint + First mover + Micro & Macro analysis	Class participation: Case Analysis.		Practice market analysis and generate ideas for business strategy	Tutorial

	+ E-commerce feature analysis				
8	Review for Mid-term			Discussion	
	Midterm	Multiple choice, writing question			
9	- Conducting Marketing Research: + Collecting and Analyzing Marketing Information + Forecasting and Demand	Discussion, class participation		Read Chapter 5 (Textbook)	Kotler et al. (2022)
10	Identifying Market Segments and Target Customers	Class participation		Lecture, Discussion, Read Chapter 6 (Textbook)	Kotler et al. (2022)
11	Established business strategy 1: Strategies for new market entries	Group Assignment 5: Presentation and report		Lecture, Discussion, Read: Chapter 8 (additional material)	Walker & Mullins (2013)
12	Established business strategy 2: Strategies for growth markets	Group Assignment 6: Presentation and report		Discussion, Read: Chapter 9 (additional material)	Walker & Mullins (2013)
13	Established business strategy 3: Strategies for mature and declining markets	Group Assignment 7: Presentation and report		Discussion, Read: Chapter 10 (additional material)	Walker & Mullins (2013)
14	Established business strategy 4: Implementing business and marketing strategies	Group Assignment 8: Presentation and report		Discussion, Read: Chapter 12 (additional material)	Walker & Mullins (2013)
15	Group Project Presentation 1	Presentation, report, peer evaluation		Presentation, Discussion.	Due date of Group project submission

16	Group Project Presentation 2 Course Review	Presentation, report, peer evaluation		Presentation, Discussion	
	Final exam	Multiple choice, writing question			

4. Assessment plan

Grading system: 0 to 100

To pass this course, the students must:

- Achieve a composite mark of at least 50; and
- Make a satisfactory attempt at all assessment tasks (see below).

Grading Policy

Grades can be based on the following:

Assessment Type	Weight	CLO1	CLO2	CLO3	CLO4	CLO5
Group Assignment: report (30%), presentation (70%)	10%	70% Pass	70% Pass	70% Pass	70% Pass	70% Pass
Class participation and attendance	5%	80% Pass	80% Pass	80% Pass	80% Pass	80% Pass
Group project: report (50%), presentation (40%), peer evaluation (10%)	15%	70% Pass	70% Pass	70% Pass	70% Pass	70% Pass
Mid-term Exam	30%	70% Pass	70% Pass	70% Pass	70% Pass	70% Pass
Final exam	40%	70% Pass	70% Pass	70% Pass	70% Pass	70% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Report and writing question

Criteria	Level of quality			
	Excellent 85%+	Good to very good 70-84%	Adequate 50-69%	Poor to Weak 0-49%

Identification and Explanation of marketing issues (20%)	Marketing issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. (16-20)	Marketing issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. (13-15)	Marketing issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, and boundaries undetermined, and/or backgrounds unknown. (10-12)	Marketing issue/problem to be considered critically is stated without clarification or description. (0-9)
Analysis of context on assumptions (20%)	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a marketing strategy with opportunities and challenges. (16-20)	Identifies own and others' assumptions and several relevant contexts when presenting a marketing strategy with opportunities. (13-15)	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa) without opportunities or challenges awareness. (10-12)	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Simply identify some contexts when presenting a marketing strategy. (0-9)
Marketing strategy implementation/Recommendation 30%	Specific implementation plan is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within the marketing strategy. (21-30)	Specific implementation plan takes into account the complexities of an issue. Others' points of view are acknowledged within position within the marketing strategy. (18-20)	Appropriate implementation plan acknowledges different sides of a marketing issue. (15-18)	General implementation plan is stated, but is subjective, simplistic and obvious. (0-14)
Conclusions and recommendation /related outcomes to the marketing strategy (10%)	Conclusions and recommendations/related outcomes are outstanding, logical and reflect informed evaluation and ability to place evidence and perspectives	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes are identified clearly.	Conclusion is simple and inconsistently tied to some of the information discussed; related outcomes are oversimplified. (0-4)

	discussed in priority order. (8-10)	implications) are identified clearly. (7)	(5-6)	
Overall creativeness, presentation, structure, spelling and grammar. (10%)	Excellent to outstanding creativity shown in the presentation of a clearly structured and well written answer. (8-10)	Good to very good creativity shown in the presentation of a clearly structured and well written answer. (7)	Adequately presented and structured answer with limited creativity and weak written style. (5-6)	Weak to poor presentation with limited or no creativity shown. The structure is jumbled and lacks conviction, and the written style is very weak. (0-4)
Evidence to justify the explanation from the market, references and in-text citation. (10%)	Outstanding Information is taken from reliable and extended source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly in details. References and in-text citations are in a correct and consistent style thoroughly with enough details provided (link, accessed date for online sources)(8-10)	Information is taken from appropriate source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. References and in-text citations are in a correct and consistent style thoroughly with lack of some essential details. (7)	Information is taken from limited source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. Lack of some references, in-text citation, or essential details. (5-6)	Information is taken from limited and unreliable source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. No or lack of a majority of references or in-text citation. The reference style and citation are inconsistent thoroughly. (0-4)

Oral communication value rubric for evaluating presentation tasks:

	Level of quality			
Criteria	Excellent 85%+	Good to very good 70-84%	Adequate 50-69%	Poor to Weak 0-49%
Organization (10%) (introduction and conclusion, sequenced material within the body, and transitions)	Specific and succinct organizational patterns, which are creatively, clearly and consistently observable and skillful and makes the content of the presentation cohesive. (8-10)	General organizational patterns, which are clearly and consistently observable within the presentation. (7)	Very lengthy Organizational patterns, which are intermittently observable within the presentation. (5-6)	Missing some/few organizational patterns or errors, which are not observable within the presentation. (0-4)
English use (10%)	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. (8-10)	Language choices are thoughtful and generally support the effectiveness of the presentation. (7)	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. (5-6)	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. (0-4)
Delivery techniques (30%) (interactions, postures, gestures, eye contact, and vocal expressiveness)	Appropriately use delivery techniques to make the presentation compelling, and speaker appears polished and confident. (21-30)	Use several delivery techniques to make the presentation interesting, and speaker appears comfortable. (18-20)	Limited use of delivery techniques makes the presentation understandable, and speaker appears tentative. (15-18)	No delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable. (0-14)

Supporting Material (20%) (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)	A variety of types of supporting materials with in-text citations make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic. References are provided correctly, consistently and sufficiently. (16-20)	Adequate supporting materials with in-text citation make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic. References are provided correctly, consistently, and sufficiently, but with a few errors or omissions. (13-15)	Some supporting materials with some in-text citations make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic. Referencing is competent but there may be several errors or omissions. (10-12)	Insufficient supporting materials without in-text citations make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic. Many incorrect/missing/ inconsistent references. (0-9)
Central Message (30%) (Marketing problems, Theory application, recommendation s/ solutions)	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.). - Marketing problems are accurately and sufficiently identified and consistent with supporting materials/justifications. - Specific recommendations/ solutions with implementation plans in details.	Central message is clear and consistent with the supporting material. - Marketing problem are accurately identified and consistent with supporting materials/justifications. - General recommendations/ solutions with general implementation plans - General challenges/risks	Central message is basically understandable but is not often repeated and is not memorable. - Marketing problem are superficially identified and probably consistent with supporting materials/justifications. - General recommendations/ solutions without superficial implementation plans	Central message can be deduced but is not explicitly stated in the presentation. - Marketing problem are superficially identified and inconsistent with supporting materials/justifications. - General recommendations/ solutions without implementation plans - No challenges/risks associated solutions. - No theory application/ identification and no

	- Appropriate potential challenges/risks associated solutions. - Precisely apply theories and identify accurate and specific advantages/disadvantages of marketing theories. (21-30)	associated solutions. - General advantages/disadvantages of marketing theories. (18-20)	- Probably providing challenges/risks associated solutions. - Correct theory application and probably provide advantages/disadvantages of marketing theories. (15-18)	advantages/disadvantages of marketing theories. (0-14)

6. Date revised: June 19, 2024.

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School



A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC

INTERNATIONAL UNIVERSITY

School of Business

COURSE SYLLABUS

Course Name: BUSINESS RESEARCH METHODS

Course Code: BA161IU

1. General information

Course name	- BUSINESS RESEARCH METHODS - Phương pháp nghiên cứu kinh doanh
Course designation	This course provides important topics in the area of research method. It introduces the whole research process, from formulation of research questions to research design and end up with report writing.
Course type	☐ <i>General knowledge</i> ☒ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, Tutorial, In-class exercises, Assignment, Research report
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45

	Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	Previous course: Statistics for Business (BA080IU)	
Course objectives	This course seeks to: - provide student with a good understanding of business research - equip student with practical tools and skills to conduct business research -help students differentiate different methods of research: qualitative vs. quantitative -provide opportunities to do scientific research and presentation skills	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1 to describe basic concepts in business research method
	Skill	CLO2 to identify research problems/gaps and produce research questions or proposals CLO3 to conduct scientific research and write scientific research reports
	Attitude	CLO4 to learn within teams, identify ethical issues in research and recognize the need to adhere to ethical guidelines when conducting research
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> The course is designed to provide students with a strong foundation in business research based on seven key activities: (1) identifying research problems, (2)	

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

propose research objectives (3) review literature, (4) design method (5) implement data collection (6) analyze data (7) conclude and recommend

Weight: lecture session (3 hours)

Teaching levels: I (Introduce); T (Teach); U (Utilize)

Topic	Weight	Level
Introduction to Business Research	1	I
The Research Process: An Overview		
Research Question Formulation (Cont.)		T
Research Process & Proposal		
Exploratory Research Design: Secondary Data	1	T, U
Exploratory Research Design: Qualitative Research		
Research Design (1):		T
Causal Research Design: Experimentation	1	T, U
Research design (2)		U
Questionnaire and Form Design	1	T, U
Research design (3)		U
Fieldwork	1	I, U
Sampling methods for quantitative studies		T
Frequency Distribution, Cross-Tabulation, and Hypothesis Testing.	1	I, U
Measurement Issues (1)		T
Correlation and Regression	1	I, U
Measurement Issues (2)	1	U
Data Screening and Preparation	1	T
Hypothesis testing	1	T

	<table><tr><td>Measures of association</td><td>1</td><td>T</td></tr><tr><td>Biases and Threats to reliability and validity</td><td>1</td><td>T</td></tr><tr><td>Student presentation and course review</td><td>3</td><td>U</td></tr></table>	Measures of association	1	T	Biases and Threats to reliability and validity	1	T	Student presentation and course review	3	U	
Measures of association	1	T									
Biases and Threats to reliability and validity	1	T									
Student presentation and course review	3	U									
Examination forms	Written Report Exam										
Study and examination requirements	To pass this course, student must: - submit/ complete all reports on time - attain an overall pass mark of 50% in the course GRADING POLICY Grades can be based on the following: <table><tr><td>Attendance and Class discussion</td><td>10%</td></tr><tr><td>Class exercises</td><td>10%</td></tr><tr><td>Individual or Group project (full version: from Title to Conclusion and references or a research proposal version: from Title to Methodology)</td><td>45%</td></tr><tr><td>Final examination</td><td>35%</td></tr><tr><td>Total</td><td>100%</td></tr></table> COURSE POLICIES Attendance Your regular and punctual attendance at lectures and related seminars (if any) is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted. Please inform your lecture if you are unable to attend the class, and arrange for a classmate to collect any handouts.	Attendance and Class discussion	10%	Class exercises	10%	Individual or Group project (full version: from Title to Conclusion and references or a research proposal version: from Title to Methodology)	45%	Final examination	35%	Total	100%
Attendance and Class discussion	10%										
Class exercises	10%										
Individual or Group project (full version: from Title to Conclusion and references or a research proposal version: from Title to Methodology)	45%										
Final examination	35%										
Total	100%										

	Workload It is expected that you will spend at least 6 hours per week studying this course. This time should be made up of reading, working on individual assignments, group assignments and attending class lectures. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. General Conduct and Behaviour You are expected to conduct yourself with considerable and respect for the needs of your fellow students and teaching staff. Conduct that unduly disrupts or interferes with a class, such as ringing, or talking on mobile phones, or chatting on the internet, is not acceptable and students may be asked to leave the class. Keeping informed You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your through website, course website and/ or Announcement Board (of School of Business and/ or Academic Affair) without providing you with a paper copy. You will be deemed to have received this information. Academic honesty and plagiarism The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. Plagiarism is the presentation of the thoughts or work of another as one's own. Examples include: - Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material. Ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement; - paraphrasing another person's work with very minor changes keeping the meaning, form and/ or progression of ideas of the original; - piecing together sections of the work of others into a new whole; - presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor;

	The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and the proper referencing of sources in preparing all assessment items. Meeting up with the lecturers after classes Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.
Reading list	The following text and references are essential for the course. <u>Textbook:</u> Cooper, R.D. & Schindler, S.P. (2021). Business Research Methods. International Ed. McGraw- Hill Irwin. NY. Reference book: Bhattacharjee (2012), Social Science Research: Principles, Methods, and Practices

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-6) is shown in the following table

CLO	PLO					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1		X				
CLO2		X				
CLO3			X			
CLO4						X

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources

1	Introduction to Business Research The Research Process: An Overview	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. Chapter 4
2	Research Question Formulation (Cont.) Research Process & Proposal	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. Chapter 5
3	Research Design (1): Overview Using secondary data Qualitative Methods	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. Chapter 6, 7
4	Research design (2): Quantitative approach	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 9&10.
5	Research design (3): Quantitative approach	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 10
6	Sampling methods for quantitative studies	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 14
7	Measurement Issues (1)	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 11
8	Midterm		No midterm		
9	Measurement Issues (2) Questionnaires & Instruments	1234	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 11
10	Data Screening and Preparation Descriptive statistics	1234	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 15

11	Hypothesis testing Measures of association	1234	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 18
12	Measures of association (2) An overview of bi/multivariate Analysis	1234	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 18, 19
13	Biases and Threats to reliability and validity Ethical consideration in business research	1234		Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 2
14	Student's presentation of group project output (All groups)			Lecture, Discussion	
15	Student's presentation of	1234		Group report	
	group project output (All groups)			submission	
16	Final exam				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Attendance and in class exercises (20%)	70% pass			70% pass

Written report (45%)	70% pass	70% pass	70% pass	70% pass
Final exam (35%)	70% pass	70% pass	70% pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

Marking Research Report (optional)

GRADING RUBRIC FOR RESEARCH REPORT

Criteria	ADEQUATE	ABOVE	EXEMPLARY
	50% - 59%	AVERAGE 60% - 70%	≥ 70%

Research questions and evaluation of literature 40%	Some attempt to evaluate relevant literature. Generally a solid review of key themes. Leads to reasonable research questions.	Fair review of up- to- date relevant literature. Well organised into relevant themes, with clear links between related areas. Leads to research questions.	Excellent review of up- to-date relevant literature, linked to academic debate of the contemporary business issue. Well organised into relevant themes, with clear links between related areas. Leads to strong research questions.
Data collection and analysis of research data 40%	Adequate assembly. Adequate analysis. Findings are clear but presentation needs improvement. Adequate discussion of finding but little attempt to relate them to the literature.	Good assembly of data. Good analysis. Presentation of findings is well crafted and findings are discussed effectively in the context of the literature.	Excellent assembly and analysis. Presentation of findings is clear and findings are discussed appropriately in the context of the literature and academic debate.
Conclusion 20%	Some attempt to relate conclusions to the research questions but weaknesses. Some discussion of the implications of the findings	Conclusions linked to the research questions. Good discussion of the implications of the findings	Conclusions linked to research questions. Excellent discussion of the implications of the findings.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School

A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC

INTERNATIONAL UNIVERSITY

School of Business

COURSE SYLLABUS

Course Name: WORKSHOP 1

Course Code: BA256IU

1. General information

Course name	- Workshop 1 - Workshop 1
Course designation	The course is designed to provide students with soft skills and right attitude to succeed in university and future professional working environment. This course includes nine presentations made by guest speakers who are either directors/managers or experts. The presentations are scheduled in a systematic and scientific way to allow students to practice what they learn in class and to do teamwork assignments given by guest speakers.
Course type	☐ <i>General knowledge</i> ☒ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Student-centered method

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	At the completion of this course, students will be able to recognize and apply soft skills such as task management, teamwork, leadership in their study activities; develop their social awareness and responsibilities; improve their ability to do public speaking and professional presentation; get familiar with multi-perspective mindsets on different issues.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Understand the basic knowledge of soft skills such as interpersonal skills, teamwork skill, self-confidence and assertive skills, interview skills and CV writing, problem-solving and decision making, emotional and stress management, self-discipline, career orientation, time management skills.
	Skill	CLO2. Apply soft skills such as interpersonal skills, teamwork skill, self-confidence and assertive skills, interview skills and CV writing, problem-solving and decision making, emotional and stress management, self-discipline, career orientation, time management skills.
	Attitude	CLO3. Develop their social awareness and responsibilities.

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table border="1"> <thead> <tr> <th>Topic</th><th>Weight</th><th>Level</th></tr> </thead> <tbody> <tr> <td>Interpersonal skills</td><td>1</td><td>I, T, U</td></tr> <tr> <td>Teamwork skills</td><td>1</td><td>I, T, U</td></tr> <tr> <td>Self -confidence and assertive skills</td><td>1</td><td>I, T, U</td></tr> <tr> <td>Interview skills and CV writing</td><td>1</td><td>I, T, U</td></tr> <tr> <td>Problem solving and decision making</td><td>1</td><td>I, T, U</td></tr> <tr> <td>Emotion and stress management</td><td>1</td><td>I, T, U</td></tr> <tr> <td>Self-decipline</td><td>1</td><td>I, T, U</td></tr> <tr> <td>Career orientation</td><td>1</td><td>I, T, U</td></tr> <tr> <td>Time management</td><td>1</td><td>I, T, U</td></tr> </tbody> </table>		Topic	Weight	Level	Interpersonal skills	1	I, T, U	Teamwork skills	1	I, T, U	Self -confidence and assertive skills	1	I, T, U	Interview skills and CV writing	1	I, T, U	Problem solving and decision making	1	I, T, U	Emotion and stress management	1	I, T, U	Self-decipline	1	I, T, U	Career orientation	1	I, T, U	Time management	1	I, T, U
Topic	Weight	Level																														
Interpersonal skills	1	I, T, U																														
Teamwork skills	1	I, T, U																														
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Interview skills and CV writing	1	I, T, U																														
Problem solving and decision making	1	I, T, U																														
Emotion and stress management	1	I, T, U																														
Self-decipline	1	I, T, U																														
Career orientation	1	I, T, U																														
Time management	1	I, T, U																														
Examination forms	Multiple-choice questions, Short-answer questions, Case analysis																															
Study and examination requirements	Attendance: Your regular and punctual attendance at presentations is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted. Please inform your lecture if you are unable to attend the class, and arrange for a classmate to collect any handouts. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.																															

Reading list	Presentation slides distributed by guest speakers. Reading materials relevant posted on Blackboard. Extra reference materials from books, newspapers, videos, etc.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program/Student Learning Outcomes (SLO) (1-10) is shown in the following table:

	PLOs									
CLOs	1	2	3	4	5	6				
1	x	x		x						
2				x						
3						x				

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction	1	Attendance check	Lecture, Discussion	
2	Interpersonal skills	1,2,3	Attendance check, assignment	Lecture, Discussion	

3	Teamwork skills	1,2,3	Attendance check, assignment	Lecture, Discussion	
4	Self -confidence and assertive skills	1,2,3	Attendance check, assignment	Lecture, Discussion	
5	Interview skills and CV writing	1,2,3	Attendance check, assignment	Lecture, Discussion	
6	Problem solving and decision making	1, 2,3	Attendance check, assignment	Lecture, Discussion	
7	Emotion and stress management	1,2,3	Attendance check, assignment	Lecture, Discussion	
8	Self-decipline	1, 2,3	Attendance check, assignment	Lecture, Discussion	
9	Career orientation	1, 2,3	Attendance check, assignment	Lecture, Discussion	
10	Time management	1, 2,3	Attendance check, assignment	Lecture, Discussion	

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Attendance check, assignment (50%)	50%	50%	50%
Final report (50%)	50%	50%	50%

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved

Quality arguments of	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School



A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC

INTERNATIONAL UNIVERSITY

School of Business

COURSE SYLLABUS

Course Name: WORKSHOP 2 ON MARKETING

Course Code: BA275IU

1. General information

Course name	- Workshop 2 on Marketing - Workshop 2 về Marketing
Course designation	The course is designed to provide students with soft skills, practical knowledge, and appropriate attitudes aimed at supporting students to understand the professional working environment in the future, specifically in the marketing field. This course consists of eight sessions delivered by guest speakers who are either directors/managers or experts with at least five years of experience in their fields. Guest speakers present the relevant topics in a scientific and systematic method to encourage students to learn skills and knowledge from the industry. The course emphasizes the connection between theoretical knowledge taught in the university and practical knowledge from the industry through the marketing-linked themes, including but not limited to brand management, working relationship between client and agencies, briefing and de-briefing, working procedure, setting personal goals, and so on.
Course type	☐ <i>General knowledge</i> ☒ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1
Person responsible for the course	

Language	English						
Relation to curriculum	☒ Compulsory ☐ Elective						
Teaching methods	Seminars and assignments.						
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 40 Contact hours: 20 (8 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours: 20						
Credit points	...2.. credits (Theory: 2 + Practice: 0) ECTS (<i>optional</i>)						
Number of periods	Theory: 30. Practice: 0						
Required and recommended prerequisites for joining the course	None						
Course objectives	This course aims to provide a series of seminars that students can be able to update the latest practical knowledge in the marketing field as well as have opportunities to discuss marketing issues with experts in the field. Through these seminars, students can be provided with a general understanding related to marketing, such as important skills and qualifications for the future job market, the role of Information Technology and Digital media, and so on..						
Course learning outcomes	Upon the successful completion of this course students will be able to: <table><tr><th>Competency level</th><th>Course learning outcome (CLO)</th></tr><tr><td rowspan="2">Knowledge</td><td>CLO1. Understand what is expected of them from the professional working environment with an emphasis on professional skills, practical knowledge, and appropriate attitude.</td></tr><tr><td>CLO2. Identify the role of Marketing in companies' business operations and identify the gaps between what they have learned in the university and practical experience from the business.</td></tr></table>		Competency level	Course learning outcome (CLO)	Knowledge	CLO1. Understand what is expected of them from the professional working environment with an emphasis on professional skills, practical knowledge, and appropriate attitude.	CLO2. Identify the role of Marketing in companies' business operations and identify the gaps between what they have learned in the university and practical experience from the business.
Competency level	Course learning outcome (CLO)						
Knowledge	CLO1. Understand what is expected of them from the professional working environment with an emphasis on professional skills, practical knowledge, and appropriate attitude.						
	CLO2. Identify the role of Marketing in companies' business operations and identify the gaps between what they have learned in the university and practical experience from the business.						

	Skill CLO3. Distinguish how to effectively apply appropriate communication methods in many types of marketing communications, such as working relationship between client and agencies, briefing and de-briefing, working procedure in both Vietnamese and English. CLO4. Apply marketing understanding to customer experience design. CLO5. Apply important personal skills such as teamwork, self-studying, and setting personal goals.																											
	Attitude CLO6: Complying the ethical regulations if this class																											
Content	The description of the contents should clearly indicate the weighting of the content and the level. Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Session 1: Overview of Marketing Industries</td><td>1</td><td>I, R</td></tr><tr><td>Session 2: Digital Marketing</td><td>1</td><td>I, R</td></tr><tr><td>Session 3: Brand Management</td><td>1</td><td>I, R</td></tr><tr><td>Session 4: Integrated Marketing Communications</td><td>2</td><td>I, R</td></tr><tr><td>Session 5: Creative Industries</td><td>1</td><td>I, R</td></tr><tr><td>Session 6: Advertising</td><td>1</td><td>I, R</td></tr><tr><td>Session 7: E-Commerce</td><td>2</td><td>I, R</td></tr><tr><td>Session 8: Influencer Marketing</td><td>1</td><td>I, R</td></tr></table>	Topic	Weight	Level	Session 1: Overview of Marketing Industries	1	I, R	Session 2: Digital Marketing	1	I, R	Session 3: Brand Management	1	I, R	Session 4: Integrated Marketing Communications	2	I, R	Session 5: Creative Industries	1	I, R	Session 6: Advertising	1	I, R	Session 7: E-Commerce	2	I, R	Session 8: Influencer Marketing	1	I, R
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Session 8: Influencer Marketing	1	I, R																										
Examination	Assignments, Reports																											

forms	
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Presentation slides/relevant learning materials distributed by guest speakers. Materials posted on IU Blackboard (Materials from books, academic journals, newspapers, business and economics sites, etc)

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1		X				
CLO2		X				
CLO3		X				
CLO4			X			
CLO5						X

3. Planned learning activities and teaching methods

Wee k	Topic	CL O	Assessments	Learning activities	Resources

1	Session 1: Overview of Marketing Industries	1, 2	Personal Journal	Lecture, Discussion	[1], [2]
2	Session 2: Digital Marketing	2, 4	Personal Journal	Lecture, Discussion	[1], [2]
3	Session 3: Brand Management	1, 3	Personal Journal	Lecture, Discussion	[1], [2]
4	Session 4: Integrated Marketing Communications	2, 5	Personal Journal	Lecture, Discussion	[1], [2]
5	Session 5: Creative Industries	3, 4	Personal Journal	Lecture, Discussion	[1], [2]
6	Session 6: Advertising	3, 4	Assignmen ts	Lecture, Discussion	[1], [2]
7	Session 7: E-Commerce	1, 2	Assignmen ts	Lecture, Discussion	[1], [2]
8	Session 8: Influencer Marketing	5	Personal Journal	Lecture, Discussion	[1], [2]

4. Assessment plan

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	Does not organize ideas logically and with clarification Limited evidence of coherence	Generally organised logically, with evidence of progression	Clear organization and progression. Responds appropriately and relevantly, although	Response is focused, detailed and nontangential.

	Ideas lack consistence	Occasionally, there may be a lack of focus or ideas may be tangential	some ideas are underdeveloped	Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:
7. Course coordinator/Lecturer
- School/Department:
 - Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School

A handwritten signature in blue ink, appearing to be 'H. Minh Tri', written in a cursive style.

A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY

School of Business

COURSE SYLLABUS

Course Name: MARKETING MANAGEMENT

Course Code: **BA286IU**

1. General information

Course name	- Marketing Management - Quản trị Marketing
Course designation	This course is an introduction to the language and issues of marketing with an emphasis on learning to develop responsive marketing strategies that meet customer needs. The course focuses on basic marketing concepts, the role of marketing in the organization, and the role of marketing in society. Topics include market analysis, market segmentation, targeting and positioning, product development, promotion, distribution, and pricing
Course type	☐ <i>General knowledge</i> ☒ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1
Person responsible for the course	
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, Case studies, Group Discussions.

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	Previous course: Principle of Marketing (BA003IU) and Principle of Management (BA123IU)	
Course objectives	- Understand marketing and its important role in today's business - Describe the environmental forces that affect the company's ability to serve its customers. - Define the consumer market and construct a simple model of consumer buyer behavior. - Develop a marketing plan with the three major steps in designing a customer-driven marketing strategy: Segmentation, Targeting, and Positioning (STP) and the marketing program: marketing mix (4Ps): Product, Price, Place and Promotion	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Understand the role of marketing in the organization and identify the key elements of a customer-driven marketing strategy and discuss the marketing management orientations that guide marketing strategy.

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

	Skill	CLO3: Apply a diverse range of concepts, theories, and techniques to demonstrate a global perspective in problem-solving approach, considering the complexities of international markets and diverse cultural contexts																															
	Attitude	CLO3: Understanding and fulfilling customer needs.																															
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>MARKETING: CREATING AND CAPTURING CUSTOMER VALUE</td><td>3</td><td>I; T</td></tr><tr><td>COMPANY AND MARKETING STRATEGY: PARTNERING TO BUILD CUSTOMER RELATIONSHIPS</td><td>3</td><td>T</td></tr><tr><td>ANALYZE THE MARKETING ENVIRONMENT</td><td>3</td><td>T; U</td></tr><tr><td>CONSUMER MARKETS AND CONSUMER BUYER BEHAVIOR</td><td>3</td><td>T</td></tr><tr><td>CUSTOMER-DRIVEN MARKETING STRATEGY: CREATING VALUE FOR TARGET CUSTOMERS</td><td>3</td><td>I; T</td></tr><tr><td>PRODUCTS, SERVICES, AND BRANDS: BUILDING CUSTOMER VALU</td><td>3</td><td>T;U</td></tr><tr><td>PRICING STRATEGY: UNDERSTANDING AND CAPTURING CUSTOMER VALUE</td><td>3</td><td>T;U</td></tr><tr><td>MARKETING CHANNELS: DELIVERING CUSTOMER VALUE</td><td>3</td><td>I; T</td></tr><tr><td>COMMUNICATING CUSTOMER VALUE: INTEGRATED MARKETING COMMUNICATIONS STRATEGY</td><td>3</td><td>T</td></tr></table>			Topic	Weight	Level	MARKETING: CREATING AND CAPTURING CUSTOMER VALUE	3	I; T	COMPANY AND MARKETING STRATEGY: PARTNERING TO BUILD CUSTOMER RELATIONSHIPS	3	T	ANALYZE THE MARKETING ENVIRONMENT	3	T; U	CONSUMER MARKETS AND CONSUMER BUYER BEHAVIOR	3	T	CUSTOMER-DRIVEN MARKETING STRATEGY: CREATING VALUE FOR TARGET CUSTOMERS	3	I; T	PRODUCTS, SERVICES, AND BRANDS: BUILDING CUSTOMER VALU	3	T;U	PRICING STRATEGY: UNDERSTANDING AND CAPTURING CUSTOMER VALUE	3	T;U	MARKETING CHANNELS: DELIVERING CUSTOMER VALUE	3	I; T	COMMUNICATING CUSTOMER VALUE: INTEGRATED MARKETING COMMUNICATIONS STRATEGY	3	T
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Examination forms	Short-answer questions; MCQs; Case analysis; Project Presentation																																
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.																																

Reading list	Kotler, P. & Armstrong, G. (2018). <i>Principles of marketing</i>, Global, 17th edition, Pearson Optional readings: Kerin, R., Hartley, S., Rudelius, W. (2019). <i>Marketing</i>, 14th edition, McGraw Hill Lancaster, G., & Massingham, L. (2018). <i>Essentials of Marketing Management</i>, 2nd edition, Routledge. Armstrong, G. & Kotler, P. (2019). <i>Marketing, an Introduction</i>, 14th edition. Pearson Kotler, P. & Keller, K. (2016). <i>Marketing Management</i>, 15th edition, Pearson

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO						
CLO	1	2	3	4	5	6	
1		4	4	2			
2		4	4	2			
3		2	4	2		1	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	MARKETING: CREATING AND CAPTURING CUSTOMER VALUE	1;2;3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 1 – Kotler, P. & Armstrong, G. (2018). <i>Principles of marketing</i> , Global, 17th edition, Pearson

2	COMPANY AND MARKETING STRATEGY: PARTNERING TO BUILD CUSTOMER RELATIONSHIPS	1;2;3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 2 – Kotler, P. & Armstrong, G. (2018). <i>Principles of marketing</i> , Global, 17th edition, Pearson
3	ANALYZE THE MARKETING ENVIRONMENT	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 3 – Kotler, P. & Armstrong, G. (2018). <i>Principles of marketing</i> , Global, 17th edition, Pearson
4	CONSUMER MARKETS AND CONSUMER BUYER BEHAVIOR	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 5 – Kotler, P. & Armstrong, G. (2018). <i>Principles of marketing</i> , Global, 17th edition, Pearson
5	CUSTOMER-DRIVEN MARKETING STRATEGY: CREATING VALUE FOR TARGET CUSTOMERS	1;2;3	Lecture; Group discussion;	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 7 – Kotler, P. & Armstrong, G. (2018). <i>Principles of marketing</i> , Global, 17th edition, Pearson
6	PRODUCTS, SERVICES, AND BRANDS: BUILDING CUSTOMER VALUE	1;2;3	Lecture; Group discussion; Case studies	Assignment: Data visualization	Chapter 8 – Kotler, P. & Armstrong, G. (2018). <i>Principles of marketing</i> , Global, 17th edition, Pearson
7	PRICING STRATEGY: UNDERSTANDING AND CAPTURING CUSTOMER	1;2;3	Lecture; Group discussion; Case studies	Assignment: Data visualization	Chapter 10 – Kotler, P. & Armstrong, G. (2018). <i>Principles of marketing</i> , Global, 17th edition, Pearson

	VALUE (PART I)				
8	PRICING STRATEGY: UNDERSTANDING AND CAPTURING CUSTOMER VALUE (PART 2)	1;2;3			Chapter 11 – Kotler, P. & Armstrong, G. (2018). <i>Principles of marketing</i> , Global, 17th edition, Pearson
9	Midterm examination	1;2;3		Short-answer questions; MCQs; Case analysis; Project Presentation	
10	MARKETING CHANNELS: DELIVERING CUSTOMER VALUE	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 12 – Kotler, P. & Armstrong, G. (2018). <i>Principles of marketing</i> , Global, 17th edition, Pearson
11	COMMUNICATING CUSTOMER VALUE: INTEGRATED MARKETING COMMUNICATIONS STRATEGY	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 14 – Kotler, P. & Armstrong, G. (2018). <i>Principles of marketing</i> , Global, 17th edition, Pearson
12	GROUP PRESENTATION	1;2;3	Oral presentation	Project Presentation	
13	GROUP PRESENTATION	1;2;3	Oral presentation	Project Presentation	
14	GROUP PRESENTATION	1;2;3	Oral presentation	Project Presentation	
15	COURSE REVIEW	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis;	

				Project Presentation	

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Short-answer questions	x	x	x
MCQs	x	x	x
Case analysis	x	x	x
Project presentation	x	x	x

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. **Date revised:** June 19, 2024

7. **Course coordinator/Lecturer**

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School

A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC

INTERNATIONAL UNIVERSITY

School of Business

COURSE SYLLABUS**Course Name: MARKETING ANALYTICS AND METRIC****Course Code: BA287IU****1. General information**

Course name	- MARKETING ANALYTICS AND METRIC - Phân tích & Đo lường Marketing
Course designation	The new age of marketing requires an understanding of data. This course will give you the right tools to stay relevant. The goal of this course is to provide you the skills needed to make intelligent use of marketing data and analytics to make business recommendations and decisions. This course also provides students with the background needed to begin working in a marketing analytics position within a corporation, a consulting firm, or a marketing research firm. The course employs a combination of lectures, articles, and “hands-on” exercises. By the end of the course, you will be able to walk into any company and help make data-driven marketing decisions.
Course type	☐ General knowledge ☒ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	1
Person responsible for the course	
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, Case studies, Group Discussions

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90	
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 45. Practice: 0	
Required and recommended prerequisites for joining the course	Principle of Marketing (BA003IU)	
Course objectives	- Demonstrate an understanding of marketing data collection, analysis, and interpretation. | - Use data visualization to gain marketing insight. | - Communicate a story to an audience using data and analytics. - Conduct cluster analysis for marketing segmentation, targeting, and positioning. - Develop marketing mix models. | - Apply marketing analytics skills to a real marketing issue of interest.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Understanding of marketing data collection, analysis, and interpretation CLO2: Apply cluster analysis for marketing segmentation, targeting, and positioning.
		Skill	CLO3: Apply to communicate a story to an audience using data and analytics.

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

	Attitude	CLO4: Follow ethical issues in marketing analytics																																													
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table border="1"> <thead> <tr> <th>Topic</th><th>Weight</th><th>Level</th></tr> </thead> <tbody> <tr> <td>Overview of Marketing Analytics</td><td>3</td><td>I; T</td></tr> <tr> <td>Data Visualization and Data Storytelling: Part I</td><td>3</td><td>T</td></tr> <tr> <td>Data Visualization and Data Storytelling: Part II</td><td>3</td><td>T; U</td></tr> <tr> <td>Extracting Meaning from Data on the Web</td><td>3</td><td>T</td></tr> <tr> <td>Marketing Analytics Metrics: Part I (Overview)</td><td>3</td><td>I; T</td></tr> <tr> <td>Marketing Analytics Metrics: Part II (Google Analytics)</td><td>3</td><td>T;U</td></tr> <tr> <td>Marketing Analytics Metrics: Part III (Mobile Marketing Analytics)</td><td>3</td><td>T;U</td></tr> <tr> <td>Analytics of Segmentation, Targeting and Positioning: Part I</td><td>3</td><td>I; T</td></tr> <tr> <td>Analytics of Segmentation, Targeting and Positioning: Part II</td><td>3</td><td>T</td></tr> <tr> <td>Analytics of Segmentation, Targeting and Positioning: Part III</td><td>3</td><td>T;U</td></tr> <tr> <td>Marketing Mix Models: Part I</td><td>3</td><td>I; T</td></tr> <tr> <td>Marketing Mix Models: Part II (Models with Moderation)</td><td>3</td><td>T;U</td></tr> <tr> <td>Ethics of Artificial Intelligence and Data Analytics</td><td>3</td><td>T</td></tr> <tr> <td>Pricing Analytics</td><td>3</td><td>T;U</td></tr> </tbody> </table>		Topic	Weight	Level	Overview of Marketing Analytics	3	I; T	Data Visualization and Data Storytelling: Part I	3	T	Data Visualization and Data Storytelling: Part II	3	T; U	Extracting Meaning from Data on the Web	3	T	Marketing Analytics Metrics: Part I (Overview)	3	I; T	Marketing Analytics Metrics: Part II (Google Analytics)	3	T;U	Marketing Analytics Metrics: Part III (Mobile Marketing Analytics)	3	T;U	Analytics of Segmentation, Targeting and Positioning: Part I	3	I; T	Analytics of Segmentation, Targeting and Positioning: Part II	3	T	Analytics of Segmentation, Targeting and Positioning: Part III	3	T;U	Marketing Mix Models: Part I	3	I; T	Marketing Mix Models: Part II (Models with Moderation)	3	T;U	Ethics of Artificial Intelligence and Data Analytics	3	T	Pricing Analytics	3	T;U
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Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.																																														

Reading list	Marketing Analytics by Brennan Davis (Edify Pub., May 2019), ISBN: 978-0-9987138- 8-5 Principles of Marketing Engineering and Analytics, 3rd Edition, by Gary Lilien, Arvind Rangaswamy and Arnaud De Bruyn (DecisionPro, Inc. 2017), ISBN: 978-0985764821

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO						
CLO	1	2	3	4	5	6	
1		4	4	2	2		
2		4	4	2	2		
3		4	4	2	2		
4						2	

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Overview of Marketing Analytics	1	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: BD – Chapter 1 (optional) “Models Will Run the World,” Wall Street Journal (2018) 3. “Sure, Big Data is Great. But So Is Intuition,” New

					York Times (2012)
2	Data Visualization and Data Storytelling: Part I	1	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: 1. BD – Chapter 11 (optional) "How to Properly Tell a Story with Data — and Common Pitfalls to Avoid." Towards Data Science (2017)
3	Data Visualization and Data Storytelling: Part II	2	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: "Data Visualization: How To Tell A Story With Data," Forbes (2018) 2. "How Do You Tell A Story With Data Visualization?," Forbes (2019)
4	Extracting Meaning from Data on the Web	3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: BD – Chapter 6 (optional) 2. "How Companies Learn Your Secrets," New York Times Mag. (2012)

5	Marketing Analytics Metrics: Part I (Overview)	1	Lecture; Group discussion;	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: BD – Chapter 12 (optional)
6	Marketing Analytics Metrics: Part II (Google Analytics)	2	Lecture; Group discussion; Case studies	Assignment: Data visualization	Readings: BD – Chapter 12 (optional) GUEST SPEAKER
7	Marketing Analytics Metrics: Part III (Mobile Marketing Analytics)	3	Lecture; Group discussion; Case studies	Assignment: Data visualization	Readings: BD – Chapter 12 (optional) GUEST SPEAKER
8	Analytics of Segmentation, Targeting and Positioning: Part I	1	Lecture; Group discussion;	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: BD – Chapter 7 (optional)
9	Midterm examination	1;2;3		Short-answer questions; MCQs; Case analysis; Project Presentation	
10	Analytics of Segmentation, Targeting and Positioning: Part II	2	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: BD – Chapter 7 (optional)

11	Analytics of Segmentation, Targeting and Positioning: Part III	2	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: BD – Chapter 7 (optional)
12	Marketing Mix Models: Part I	2	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	BD – Chapter 14 (optional)
13	Marketing Mix Models: Part II (Models with Moderation)	3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	BD – Chapter 15 (optional) GUEST SPEAKER
14	Ethics of Artificial Intelligence and Data Analytics	4	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: BD – Chapter 10 (optional)
15	Pricing Analytics	2	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Short-answer questions	x			x
MCQs	x			x
Case analysis		x	x	

Project presentation		x	x	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly

Use of frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised: 19/06/2024

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School



A/Prof. Dr. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC

INTERNATIONAL UNIVERSITY

School of Business

COURSE SYLLABUS

Course Name: BUSINESS COMMUNICATION

Course Code: **BA006IU**

1. General information

Course name	- BUSINESS COMMUNICATION - Giao tiếp trong kinh doanh
Course designation	This course is designed to provide students with a strong foundation in communicating at the workplace, focusing on: (1) communicating in the digital-age workplace, (2) developing business writing skills, (3) embracing professionalism at work, (2) developing business presentation skills, (4) preparing for successful job search, resumes, cover letters, and job interviews.
Course type	☐ <i>General knowledge</i> ☐ <i>Fundamental</i> ☒ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	
Language	English
Relation to curriculum	☐ Compulsory ☒ Elective
Teaching methods	Lectures, Quizzes, examinations.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.):

	45 Private study including examination preparation, specified in hours ¹ : 90								
Credit points	...3.. credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)								
Number of periods	Theory: 45. Practice: 0								
Required and recommended prerequisites for joining the course	None								
Course objectives	This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favourable outside the firm environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1. Identify the role and process of communication, as well as different communication methods (listening, speaking, writing)</td></tr> <tr> <td>Skill</td><td>CLO2. Discuss contemporary trends, opportunities and challenges of communication in the digital-age workplace</td></tr> <tr> <td>Attitude</td><td>CLO3. Effectively perform different types of business communication, including business writings, oral presentation and employment correspondence</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1. Identify the role and process of communication, as well as different communication methods (listening, speaking, writing)	Skill	CLO2. Discuss contemporary trends, opportunities and challenges of communication in the digital-age workplace	Attitude	CLO3. Effectively perform different types of business communication, including business writings, oral presentation and employment correspondence
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1. Identify the role and process of communication, as well as different communication methods (listening, speaking, writing)								
Skill	CLO2. Discuss contemporary trends, opportunities and challenges of communication in the digital-age workplace								
Attitude	CLO3. Effectively perform different types of business communication, including business writings, oral presentation and employment correspondence								

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>																																													
	Weight: lecture session																																													
	Teaching levels: I (Introduce); T (Teach); U (Utilize)																																													
	<table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Communicating in the Digital-Age Workplace</td><td>1</td><td>I</td></tr><tr><td>Professionalism at Work: Business Etiquette, Ethics, Teamwork, and Meetings</td><td>1</td><td>R</td></tr><tr><td>Business Presentations</td><td>1</td><td>R, M</td></tr><tr><td>Planning Business Messages</td><td>0.5</td><td>I, R</td></tr><tr><td>Organizing and Drafting Business Messages</td><td>0.5</td><td>I, R</td></tr><tr><td>Revising Business Messages</td><td>0.5</td><td>I, R</td></tr><tr><td>Short Workplace Messages and Digital Media</td><td>0.5</td><td>I, R</td></tr><tr><td>Positive Messages</td><td>1</td><td>R, M</td></tr><tr><td>Negative Messages</td><td>1</td><td>R, M</td></tr><tr><td>Persuasive and Sales Messages</td><td>1</td><td>R, M</td></tr><tr><td>Informal Reports</td><td>1</td><td>R, M</td></tr><tr><td>Proposals and Formal Reports</td><td>1</td><td>I, R</td></tr><tr><td>The Job Search and Resumes in the Digital Age</td><td>1</td><td>R, M</td></tr><tr><td>Interviewing and Following Up</td><td>1</td><td>R, M</td></tr></table>	Topic	Weight	Level	Communicating in the Digital-Age Workplace	1	I	Professionalism at Work: Business Etiquette, Ethics, Teamwork, and Meetings	1	R	Business Presentations	1	R, M	Planning Business Messages	0.5	I, R	Organizing and Drafting Business Messages	0.5	I, R	Revising Business Messages	0.5	I, R	Short Workplace Messages and Digital Media	0.5	I, R	Positive Messages	1	R, M	Negative Messages	1	R, M	Persuasive and Sales Messages	1	R, M	Informal Reports	1	R, M	Proposals and Formal Reports	1	I, R	The Job Search and Resumes in the Digital Age	1	R, M	Interviewing and Following Up	1	R, M
	Topic	Weight	Level																																											
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Proposals and Formal Reports	1	I, R																																												
The Job Search and Resumes in the Digital Age	1	R, M																																												
Interviewing and Following Up	1	R, M																																												
Examination forms	Short-answer questions, Messages writing questions																																													
Study and examination requirements	Attend more than 80% of class meetings in order to take the final exam (Your name will be called randomly to answer questions during class discussion. If you do not show up to answer the question, you will be marked as absent for that class.) . Show respect to the instructor and classmates. . Actively participate in class activities . Fulfil tasks given by instructor after class . Access Blackboard for announcements, assignments, and materials of the course																																													

Reading list	Main textbooks: Mary Ellen Guffey & Dana Loewy, Essentials of Business Communication, 11th edition, Thompson South Western.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-6) is shown in the following table:

	PLO					
CLO	1	2	3	4	5	6
1			X		X	X
2			X		X	X
3			X		X	X

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Communicating in the Digital-Age Workplace	2		Lecture	Textbook, Blackboard
2	Chapter 11: Professionalism at Work: Business Etiquette, Ethics, Teamwork, and Meetings	1, 2	Assignment 1	Lecture	Textbook, Blackboard
3	Chapter 12: Business Presentations	1 - 3		Lecture	Textbook, Blackboard
4	Chapter 2: Planning Business Messages Chapter 3: Organizing and Drafting Business Messages	1 - 3		Lecture	Textbook, Blackboard
5	Chapter 4: Revising Business Messages Chapter 5: Short Workplace	1 - 3		Lecture	Textbook, Blackboard

	Messages and Digital Media				
6	Chapter 6: Positive Messages	1 - 3	Assignment 2	Lecture	Textbook, Blackboard
7	Chapter 7: Negative Messages	1 - 3		Lecture	Textbook, Blackboard
8	Midterm Review	1 - 3	Presentation	Tutorial	
9	Midterm		Examination		
10	Chapter 8: Persuasive and Sales Messages	3	Assignment 3 Presentation	Lecture	Textbook, Blackboard
11	Chapter 9: Informal Reports	3	Presentation	Lecture	Textbook, Blackboard
12	Chapter 10: Proposals and Formal Reports	3	Presentation	Lecture	Textbook, Blackboard
13	Chapter 13: The Job Search and Resumes in the Digital Age	1 - 3	Presentation	Lecture	Textbook, Blackboard
14	Chapter 14: Interviewing and Following Up	3	Presentation	Lecture	Textbook, Blackboard
15	Group Presentation	1 - 3	Presentation		
16	Group Presentation	1 - 3	Presentation		
17	Final exam		Examination		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Presentation (50%)	A1 65%Pass	A1 65%Pass	A2 65%Pass

Midterm exam (20%)		Q1 65%Pass	Q2 65%Pass
Final exam (30%)		65%Pass	65%Pass

Note: %Pass: Target that % of students having scores greater than 70 out of 100.

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

	Capstone	Miles tone		Benchmark
	4	3	2	1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1

Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
	observable and is skillful and makes the content of the presentation cohesive.	observable within the presentation.	within the presentation.	
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to

	appropriate reference to information or analysis that	relevant authorities) make appropriate reference to information or analysis that generally	relevant authorities) make appropriate reference to information or analysis that partially	information or analysis that minimally supports the
	significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	supports the presentation or establishes the presenter's credibility/ authority on the topic.	supports the presentation or establishes the presenter's credibility/ authority on the topic.	presentation or establishes the presenter's credibility/ authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School

A/Prof. Dr. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS
Course Name: BUSINESS ETHICS
Course Code: BA202IU

1. General information

Course name	- <i>(in English) Business ethics</i> - <i>(in Vietnamese) Đạo đức kinh doanh</i>
Course designation	This course introduces students to the relevance and importance of ethics and social responsibility in business. It aims to increase student's awareness and understanding of ethical issues in business and to provide them with useful conceptual tools to guide analysis and decisions. After the completion of the course, students are expected to identify, think critically, and suggest solutions to ethical issues encountered at the individual, organizational, and societal levels.
Course type	<i>Fundamentals</i>
Semester(s) in which the course is taught	1,2
Person responsible for the course	N/A
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, presentation, discussion
Workload (incl. contact hours, self-study hours)	Total workload: 135 hours (estimated) Teaching hours (including lectures, in-class discussions, assignments, quizzes, and presentations): 45 Self-study (including take-home assignments, individual or teamwork after class hours, and preparation for examinations): 90

Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 3 Practice: 0	
Required and recommended prerequisites for joining the course	None	
Course objectives	The aim of the course is to communicate theoretical and practical insights and developments in the fields of business ethics and sustainable business. Students learn the characteristics of ethical issues in business. They become acquainted with the theoretical basis of business ethics: stakeholder-theory, theories of responsibility and normative ethical theory, intercultural ethics; as well as with theories and practices on the implementation of business ethics.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge: Bloom 4 - Analyze Skill: Oral communication	CLO1. Analyze ethical issues and corporate social responsibility in oral form (M)
	Knowledge: Bloom 2 - Understand Skill: Written communication	CLO2. Recognize ethical issues that arise in business and social situations in written form (R)
	Knowledge: Bloom 3 – Apply Skill: Oral and written communication	CLO3. Employ various ethical theories and ethical concepts to interpret actions taken in business ethics (R)
	Attitude (Affective: Bloom 3) Skill: Oral and written communication	CLO4. Propose appropriate ethical behaviors in business and society context. (M)

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Understanding Ethics	1	I, T, U
	Defining Business Ethics	1	I, T
	Organizational Ethics	1	I, T
	Corporate Social Responsibility	1	I, T, U
	Corporate Governance	1	I, T
	The Role of Government	1	I, T
	Blowing the Whistle	1	I, T
	Ethics and Technology	1	I, T
	Ethics and Globalization	1	I, T, U
Making It Stick: Doing What’s Right in a Competitive Market	1	I, T	
Workshop “Ethical considerations in reality”	1	T, U	
Examination forms	Short questions; essay		
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.		

Reading list	Main textbook: G Ghillyer, A. W. (2021) Business Ethics Now. 6th edn. New York: McGraw-Hill Education. Reference book: Ferrell, O. C., Fraedrich, J. and Ferrell, L. (2022) Business Ethics: Ethical Decision Making and Cases. 13th edn. Cengage.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO								
CLO	1	2	3	4	5	6	7	8	9
1				M					
2				R					
3				R					
4					M	R			

*Use Bloom's Taxonomy

3. Planned learning activities and teaching methods

Week	Topic	Reading	CLO	Learning activities	Sources
1	Class introduction and Group registration		1, 2, 3, 4		(Ghillyer, 2021) (Ferrell, Fraedrich and Ferrell, 2022)
2	Understanding Ethics	Textbook – Chapter 1		Lecture, Discussion	
3	Defining Business Ethics	Textbook – Chapter 2		Lecture, Presentation, Discussion	
4	Organizational Ethics	Textbook – Chapter 3		Lecture, Presentation, Discussion	
5	Corporate Social Responsibility	Textbook – Chapter 4		Lecture, Discussion	
6	Corporate Governance	Textbook – Chapter 5		Lecture, Presentation, Discussion	
7	Workshop “Ethical considerations in reality”			Discussion	
8	Review for Midterm Exam				
9 - 10	Midterm exam	No class			
11	The Role of Government	Textbook – Chapter 6		Lecture, Presentation, Discussion	
12	Blowing the Whistle	Textbook – Chapter 7		Lecture, Presentation, Discussion	
13	Ethics and Technology	Textbook – Chapter 8		Lecture, Presentation, Discussion	
14	Ethics and Globalization	Textbook – Chapter 9		Lecture, Discussion	
15	Making It Stick: Doing What's Right in a Competitive Market	Textbook – Chapter 10		Lecture, Presentation, Discussion	
16	Workshop “Ethical considerations in reality”			Discussion	
17	Review for Final Exam				
18	Reserved week				
19-20	Final exam	No Class			

4. Assessment:

Assessment Type	Weight	CLO1	CLO2	CLO3	CLO4
Attendance, class participation, group presentation, group assignments, individual assignments	30%	70% Pass	70% Pass	70% Pass	70% Pass
Midterm exam	30%	70% Pass	70% Pass	70% Pass	70% Pass
Final exam	40%	70% Pass	70% Pass	70% Pass	70% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	Levels of quality			
	Inadequate (0 – 39)	Adequate (40 – 69)	Good (70 – 84)	Excellent (85 – 100)
Ability to identify and explain ethical issues and/or affected stakeholders (30%)	Central ethical issues/involved stakeholders are not defined appropriately. Misunderstanding of issues related to the question.	Central ethical issues/some involved stakeholders are identified but not clearly explained.	Central ethical issues/ various stakeholders are identified and explained clearly.	Central ethical issues/all potential involved stakeholders are identified and explained completely.
Application of ethical principles (30%)	Missing or inappropriate use of ethical principles or ethical concepts.	Some relevant ethical principles are employed, which link to the question. But the discussion does not demonstrate multiple perspectives of a particular ethical principle when applied in a case.	Some relevant ethical principles are employed, which link to the question. The discussion demonstrates multiple perspectives of a particular ethical principle	All relevant ethical principles are employed. All aspects of ethical principles are explicitly completely articulated.

			when applied in a case.	
Proposals for ethical issues and sustainability (30%)	An incomplete analysis; possible solutions are not explored fully. Analysis was not carried out sufficiently and is fundamentally flawed. Solutions are illogical.	Acceptable actions are stated but may not be clear or complete. Solutions and ethical analysis are logical but still be superficial at some level.	Possible solutions are explored and articulated clearly. Solutions and ethical analysis are logical and clearly presented.	Possible and creative actions that stay within acceptable ethical boundaries have been presented in detail. Solutions and ethical analysis are articulated at a level that demonstrate extensive reflection and insight.
Presentation of ideas (coherent organization/structure in oral and/or written form, grammar, punctuation, word-	Carelessly focus on presenting information, organization is not logical, many spelling and grammar mistakes.	Organization is sometimes not logical or not coherent. May contain a few spelling and grammar mistakes.	Presentation of ideas is clear, coherent, and logical. Rarely found spelling or grammar	Presentation of ideas is extremely clear, coherent, and logical. There is almost no spelling or grammar

use effectiveness) (10%)			mistakes.	mistakes while the word use is fluent and effective.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....
DEAN OF SCHOOL OF BUSINESS



A/Prof. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
 School of Business

COURSE SYLLABUS

Course Name: Public Relations Management

Course Code: BA031IU

1. General information

Course name	- <i>(in English)</i> Public Relation Management - <i>(in Vietnamese)</i> Quản trị Quan hệ công chúng
Course designation	The course provides an engaging, in-depth exploration of the dynamic and ever-evolving public relations industry. The course provides an overview of strategic public relations, politics and the media; media relations in the social media age; strategic communication management; public relations engagement in the not-for-profit sector; activism and public relations; and the effects of globalization and technology on the field. Alongside with key figures in the PR profession, the course presents fresh view on corporate social responsibility, public relations and politics, corporate communication, globalization, not-for-profit financial and public sector public relations.
Semester(s) in which the course is taught	...
Lecturer	...
Language	English
Relation to curriculum	Major core I (Introduction), R (Reinforced)

Teaching methods	Lecture, lesson, presentation, discussion
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90
Credit points	3
Required and recommended prerequisites for joining the course	None
Course objectives	The course provides an engaging, in-depth exploration of the dynamic and ever-evolving public relations industry. The course provides an overview of strategic public relations, politics and the media; media relations in the social media age; strategic communication management; public relations engagement in the not-for-profit sector; activism and public relations; and the effects of globalization and technology on the field. Alongside with key figures in the PR profession, the course presents fresh view on corporate social responsibility, public relations and politics, corporate communication, globalization, not-for-profit financial and public sector public relations.
Course learning outcomes	Upon the successful completion of this course students will be able to: • Demonstrate a comprehensive knowledge and understanding of integrated and strategic public relations in internal, consumer, business-to-business, political, and international contexts. • Demonstrate an appreciation of the influences of the external environment on communications strategies. • Apply appropriate knowledge, analytical techniques and theoretical

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

	concepts to public relations issues. • Locate, extract, analyze, synthesize and evaluate information from multiple sources in the resolution of public relations problems. • Design public relations, recommendations in response to a client brief, incorporating account and media planning and evaluation skills, and creative proposals in both written and oral forms.
Content	The description of the contents should clearly indicate the weighting of the content and the level. Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize) Chapter 1 – What is Public Relations? Chapter 2 – Public Relations and Communications Chapter 3 – Public Relations, Politics and the Media Chapter 4 – Public Relations and Management Chapter 5 – Ethics, Professionalism and Regulation Chapter 6 – Public Relations and Corporate Communications Chapter 9 – CSR Communication: The Role of Public Relations in CSR Chapter 11 - Globalization and Public Relations Chapter 12 – Media Relations in the Social Media Age Chapter 13 – Internal Communications Chapter 15 – Public Sector Public Relations Chapter 19 – Using New Technology Effectively – Insights for Strategic Communication Management
Examination forms	Multiple-choice questions, short-answer questions, writing questions, writing essay
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	Main textbook: (Theaker, 2020)

	Theaker, A. (2020) <i>The Public Relations Handbook</i> . 6th edn. Routledge. doi: 10.4324/9780429298578.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	Notes
PLO1	X					
PLO2	X	X				
PLO3			X	X		
PLO4				X	X	
PLO5					X	

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning Activities	Assessments	Resources
1	What is Public Relations?	CLO1	Lecture, guided discussion, concept clarification	Participation	Theaker (2020), Chapter 1
2	Public Relations and Communications	CLO1	Lecture, group discussion, real-world case analysis	Participation	Theaker (2020), Chapter 2
3	PR, Politics, and the Media	CLO2	Case analysis, lecture, video clips	Midterm prep	Theaker (2020), Chapter 3
4	Public Relations and Management	CLO2	Lecture, concept mapping, guest speaker (optional)	Quiz	Chapter 4
5	Ethics, Professionalism and Regulation	CLO1, CLO2	Ethical dilemma debates, role-play	Group Presentation	Chapter 5
6	Corporate Communications	CLO3	Lecture, communication audit, media analysis	Group Assignment	Chapter 6
7	CSR Communication	CLO3	Discussion on CSR campaigns, stakeholder mapping	Midterm Exam	Chapter 9
8	Globalization and	CLO3	Global PR case	Participation	Chapter 11

	PR		studies, team reflection		
9	Media Relations in Social Media Age	CLO4	Practical analysis of Twitter/X, LinkedIn, media pitch writing	Group Assignment	Chapter 12
10	Internal Communications	CLO4	Simulation: Internal newsletter planning	Quiz	Chapter 13
11	Public Sector Public Relations	CLO4	Role-play: crisis communication for public entities	Final exam prep	Chapter 15
12	Strategic Communication & New Technologies	CLO5	Group project: design a communication strategy using new media	Final Exam	Chapter 19

4. Assessment plan

Assessment Type	Weight	CLO...
Attendance, class participation, group presentation, group assignments, individual assignments	30%	50% Pass
Midterm exam	30%	50% Pass
Final exam	40%	50% Pass

Note: %Pass means that % of students achieving the CLO.

5. Rubrics

All questions in midterm and final exams are evaluated, according to ACBSP and Bloom taxonomy, topic, learning objective, program and course learning outcomes, and difficulty.

Rubrics for writing essay and presentation

Criteria	INADEQUATE 0% – 49%	ADEQUATE 50% - 59%	GOOD 60% - 79%	EXCELLENT ≥ 80%
Organization and	For the type of assignment,	The presentational style & layout is	Good presentational style & layout,	Exceptional presentational

Criteria	INADEQUATE 0% – 49%	ADEQUATE 50% - 59%	GOOD 60% - 79%	EXCELLENT ≥ 80%
clarification	the presentational style &/or layout is lacking. Figures, tables, plates (FTP) ignored in text or not used where clearly needed.	largely correct for the type of assignment. Inclusion of FTP but lacks selectivity.	appropriate to the type of assignment. Effective inclusion of FTP	style & layout, appropriate to the type of assignment. Effective inclusion of FTP.
Originality and usefulness of the analysis	Demonstrates weaknesses in knowledge of theory and practice for this level. Limited understanding and application of concepts.	Demonstrates an adequate knowledge of theory and practice for this level. Some minor omissions. Satisfactorily interprets some appropriate concepts and theoretical models. Demonstrates some originality in conceptual understanding.	Demonstrates a sound knowledge of theory and practice for this level. Comprehensively interprets appropriate concepts and theoretical models. Demonstrates originality in conceptual understanding	Demonstrates an exceptional knowledge of theory and practice for this level. Insightfully interprets appropriate concepts and theoretical models. Demonstrates originality in conceptual understanding

Criteria	INADEQUATE 0% – 49%	ADEQUATE 50% - 59%	GOOD 60% - 79%	EXCELLENT ≥ 80%
Use of data/ information	Inappropriate sources and poor referencing technique.	Key contemporary and relevant academic sources are drawn upon. Most sources are accurately cited in the text and reference list/bibliography. Minor weaknesses evident	Sources accurately cited in the text. A range of contemporary and relevant references cited in the reference list in the correct style.	Sources accurately cited in the text. An extensive range of contemporary and relevant references cited in the reference list in the correct style.
Use of frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows good ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows excellent ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Severely limited arguments. Descriptive or narrative in style with no evidence of	Presents some critique of key research material resulting in original conclusions. Loss of focus in places. Demonstrates some	Presents a cohesive critique of key research material resulting in clear and original conclusions. Demonstrates creative solutions to complex	Presents an exceptional critique of key research material resulting in clear, original and illuminating

Criteria	INADEQUATE 0% – 49%	ADEQUATE 50% - 59%	GOOD 60% - 79%	EXCELLENT ≥ 80%
	critique and originality or creativity. Conclusions are sparse.	creativity in solving complex problems. Produces satisfactory work that makes some contribution to the development of knowledge and understanding in the subject area	problems. Produces superior work that makes a contribution to the development of knowledge and understanding in the subject area	conclusions. Demonstrates distinctive, insightful and creative solutions to complex problems. Produces exceptional work that makes a contribution to the development of knowledge and understanding in the subject area.

6. **Date revised:**

7. **Course coordinator/Lecturer**

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

COURSE NAME: SALES MANAGEMENT

Course code: BA032IU

1. General information

Course name	- (in English) Sales Management - (in Vietnamese) Quản lý bán hàng
Course designation	Sales Management focuses on Students majoring in Marketing. This course provides student fundamentals for better understanding of sales and management concepts and practices.
Course type	☐ <i>General knowledge</i> ☐ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1,2
Person responsible for the course	N/A
Language	English
Relation to curriculum	Selective course
Teaching methods	Lectures, projects, assignments, examinations.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 128 Contact hours: 38 (15 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours: 90
Credit points	3
Number of	Theory: 3

periods	Practice: 0		
Required and recommended prerequisites for joining the course	None		
Course objectives	• The aim of this course is to promote understanding of focuses on professional selling skills, strategic planning and leadership management at sales function • Further topics of study emphasizes how firms manage their selling functions: increasing global competition, knowledge management, greater cultural diversity and the importance of ethical responsibility • The course uses multiple formats to expose students to a comprehensive overview of practical matters related to business portfolio performance assessment and strategic planning		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1. Describe the role of the sales management process in today’s business environment	
		CLO2. Describe the personal selling function, and different sales roles	
	Skill	CLO3. Understand the importance of good communication and negotiation. CLO4. Understand the importance of the recruitment and selection process to the wellbeing of the organization. CLO5. Understand motivation and compensation as it applies to the sales force.	
Attitude	CLO6. State the ethical issues involved in personal selling.		
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Chapter 1: Sales perspective - The Role of Selling in Marketing	1	I,R
Chapter 2: Sales perspective - The Marketing Concept	1	I,R	
Chapter 3: Sales perspective - Sales and Marketing Planning	1	I,R	

	Chapter 4: Sales environment - Consumer and organizational buyer behavior	1	I,R
	Chapter 7: Sales Practice - Sales Responsibilities and Preparation	1	I,R
	Chapter 8: Sales Practice - Personal Selling Skills	2	I,R
	Chapter 9: Sales Practice – Key Account Management	1	I,R
	Chapter 10: Sales Practice – Relationship Selling	1	I,R
	Chapter 13: Sales Management - Recruitment and Selection	1	I,R
	Chapter 14: Sales Management - Motivation and Training	1	I,R
	Chapter 15: Sales Management - Organization and Compensation	2	I,R
	Chapter 16: Sales Control - Forecasting and Budgeting	1	I,R
	Chapter 17: Sales Control: Sales Force Evaluation	1	I,R
Examination forms	Multiple-choice questions, Short-answer questions, Case analysis		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] Textbook: Jobber, D., Lancaster, G., & Le Meunier-FitzHugh, K. (2019). Selling and sales management, 11th edition, Pearson UK. [2] Slides and other materials are provided in the Blackboard		

2. Learning Outcomes Matrix (Optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLOs					
CLOs	1	2	3	4	5	6
1	I,R					
2	I,R					

3						I,R					
4						I,R					
5						I,R					
6					I,R						

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Sales perspective - The Role of Selling in Marketing	1	Case analysis	Lecture, Discussion Group's project guidelines	[1], [2]
2	Chapter 2: Sales perspective - The Marketing Concept	1,2	MCQs;	Lecture, Discussion	[1], [2]
3	Chapter 3: Sales perspective - Sales and Marketing Planning	1,2	MCQs; Case analysis	Lecture, Discussion	[1], [2]
4	Chapter 4: Sales environment - Consumer and organizational buyer behavior	1,2	MCQs; Case analysis	Lecture, Discussion	[1], [2]
5	Chapter 7: Sales Practice - Sales Responsibilities and Preparation	2,3	Case analysis	Lecture, Discussion	[1], [2]
6,7	Chapter 8: Sales Practice - Personal Selling Skills	1,3,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
8	Chapter 9: Sales Practice – Key Account Management	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
9	Midterm				
10	Chapter 10: Sales Practice – Relationship Selling	1,2,3,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]

11	Chapter 13: Sales Management - Recruitment and Selection	1,2,4	MCQs; Case analysis	Lecture, Discussion	[1], [2]
12	Chapter 14: Sales Management - Motivation and Training	1,2,5	Quiz 70%*	Lecture, Discussion	[1], [2]
13,14	Chapter 15: Sales Management - Organization and Compensation	2,5,6	MCQs; Case analysis	Lecture, Discussion	[1], [2]
15	Chapter 16: Sales Control - Forecasting and Budgeting	1,3,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
16	Chapter 17: Sales Control: Sales Force Evaluation	1,2,6	MCQs; Case analysis	Lecture, Discussion	[1], [2]
17	Final exam	1,2,3, 4,5,6	Short- answer questions; MCQs; Case analysis 70%*		

Note:* Target that 70% of students having scores greater than 70 out of 100.

4. Assessment Plan:

Assessment Type	CLO1–2	CLO3–5	CLO6	Weight
Attendance & Participation	X			10%
Group Project & Case Analysis		X	X	30%
Midterm Exam	X	X		25%
Final Exam	X	X	X	35%
Total				100%

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics:

Criteria	Inadequate (0–49%)	Adequate (50–59%)	Good (60–79%)	Excellent (≥80%)
Organization & Presentation	Poor structure, illogical presentation, and lack of supporting	Basic structure with limited or ineffective use of visuals	Clear structure with relevant and appropriate visual aids	Outstanding structure, visuals/tables effectively support and

	visuals			enhance arguments
Application of Theory	Lacks foundational knowledge; fails to apply relevant theories	Limited or superficial application of concepts	Reasonable application of theoretical concepts with appropriate analysis	Deep and flexible application of concepts in a real-world or complex context
Data Use & Referencing	Uses inappropriate or no sources; referencing is incorrect or missing	Some relevant sources used; referencing shows inconsistencies	Adequate and mostly accurate citations using appropriate academic sources	Extensive use of relevant, up-to-date sources; citations are fully accurate and styled
Quality of Argument	Weak reasoning; overly descriptive or narrative; lacks logic	Basic argumentation with some focus; lacks depth	Coherent arguments with reasonable conclusions	Sharp, well-structured arguments with strong, original conclusions
Originality & Insight	No personal insight; mostly copied or reformulated content	Some personal input but lacks originality	Independent thinking with creative interpretations	Highly original thinking and insightful perspectives; introduces novel solutions

6. Date revised:

7. Course coordinator/Lecturer

Shool/Department:

Email:

Ho Chi Minh City, 19/06/2024
Dean of Business School



A/Prof. Ha Minh Tri

ĐỀ CƯƠNG CHI TIẾT MÔN HỌC
BA044IU – SERVICE MARKETING



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
 School of Business

COURSE SYLLABUS

Course Name: Service Marketing

Course Code: BA044IU

1. General information

Course name	- (in English) Service Marketing - (in Vietnamese) Marketing Dịch vụ
Course designation	The Course aims at providing an effective strategies and techniques for marketing and managing different types of service organizations including dynamic interrelationships among service processes, customer behaviors, core and supplementary elements of service product, marketing price, communication tactics, options for delivery service, roles of people and technology
Course type	☐ General knowledge Fundamental ☐ Specialized knowledge Internship/Project/Thesis ☒ Others:..... ☐ ☐

Semester(s) in which the course is taught	Semester 1 - The Third Year
Person responsible for the course	N/A
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, Case studies, Group Discussions
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 Contact hours: 34 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 86 (reading, research, working on group assignments)
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (optional)
Number of periods	Theory: 45 Practice: 0
Required and recommended prerequisites for joining the course	- Prerequisites: BA003IU-Principles of Marketing - Corequisites: - Previous course:

Course objectives	- Understand how to describe the distinctive characteristics of services and their implications for the marketing of services. - Demonstrate an understanding of the main conceptual and theoretical frameworks for service marketing. - Apply services marketing concepts and theories in a business. - Identify strategies and key success factors to enhance the effectiveness of service marketing and measure service performance.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Understanding of principles, theories, and conceptual framework of service marketing
	Skill	CLO2: Apply the principles, theories, and conceptual framework of service marketing to enhance the effectiveness of service marketing and measure service performance.
	Attitude	CLO4: Follow ethical issues in service marketing.

Content	The description of the contents should clearly indicate the weighting of the content and the level. Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Introduction to Business Strategy</td><td>3</td><td>I; T</td></tr><tr><td>Consumer Behavior in a Services Context</td><td>3</td><td>T;U</td></tr><tr><td>The Service Economy: Super sectors and Ethical Considerations</td><td>3</td><td>T; U</td></tr><tr><td>Positioning Services in Competitive Markets</td><td>3</td><td>T;U</td></tr><tr><td>Services Marketing Communication</td><td>3</td><td>T</td></tr><tr><td>Defining and Measuring Customer Satisfaction and Service Quality</td><td>3</td><td>T</td></tr><tr><td>The Employees in Services Marketing</td><td>3</td><td>T;U</td></tr><tr><td>Creating a World Class Service Organization</td><td>3</td><td>I; T</td></tr></table>	Topic	Weight	Level	Introduction to Business Strategy	3	I; T	Consumer Behavior in a Services Context	3	T;U	The Service Economy: Super sectors and Ethical Considerations	3	T; U	Positioning Services in Competitive Markets	3	T;U	Services Marketing Communication	3	T	Defining and Measuring Customer Satisfaction and Service Quality	3	T	The Employees in Services Marketing	3	T;U	Creating a World Class Service Organization	3	I; T
Topic	Weight	Level																										
Introduction to Business Strategy	3	I; T																										
Consumer Behavior in a Services Context	3	T;U																										
The Service Economy: Super sectors and Ethical Considerations	3	T; U																										
Positioning Services in Competitive Markets	3	T;U																										
Services Marketing Communication	3	T																										
Defining and Measuring Customer Satisfaction and Service Quality	3	T																										
The Employees in Services Marketing	3	T;U																										
Creating a World Class Service Organization	3	I; T																										
Examination forms	Short-answer questions; MCQs; Case analysis; Group Project (a comprehensive marketing plan for a website, utilizing the techniques learned throughout the course)																											
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.																											

Reading list	Hoffman, K. D., & Bateson, J. E. (2017). Services marketing: Concepts, strategies and cases. Boston: Cengage Learning References: Wirtz, J., Chew, P., & Lovelock, C. (2018). Essentials of services marketing. Harlow: Pearson. Wirtz, J., & Lovelock, C. H. (2005). Services marketing in Asia: A case book. Singapore: Pearson/Prentice Hall. Caravana, Luciano (2014). Operating in emerging markets : a guide to management and strategy in the new international economy. FT Press

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO						
CLO	1	2	3	4	5	6	
1		4	4	2			
2		4	4	2			
3				2		2	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CL O	Learning activities	Assessments	Resources
1	Introduction to Business Strategy	1;2; 3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Read: Wirtz & Lovelock (2018) Chapter 1 pg. 4-27

					Read: Case: “The Twins’ First Service Encounter” Hoffman & Bateson Pg. 24
2	Consumer Behavior in a Services Context	1;2;3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	- Read: Wirtz & Lovelock Chapter 2 Pgs. 36-63 - Read Case Study: Sullivan Ford Auto World by Christopher H. Lovelock
3	The Service Economy: Super sectors and Ethical Considerations	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Read: Hoffman & Bateson Chapter 2 Pgs. 31-57 Read Case Study: The Case of Jim Bakker and PTL pgs. 58-60
4	Positioning Services in Competitive Markets	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case	Read Case Study: Uber: Competing as Market Leader

				analysis; Project Presentation	in the United States versus Being a Distant Second in China by Jochen Wirtz and Christopher S. Tang
5	Services Marketing Communication	1;2;3	Lecture; Group discussion;	Short-answer questions; MCQs; Case analysis; Project Presentation	Read: Hoffman & Bateson Chapter 7 Pgs. 173-202
6	Defining and Measuring Customer Satisfaction and Service Quality	1;2;3	Lecture; Group discussion; studies	Assignment: Data visualization	Read: Hoffman & Bateson Chapter 11 Pgs. 286-311 Read: Hoffman & Bateson Chapter 12 Pgs. 314-338 Read Case 11: The Crestwood Inn Pgs. 312-313 Read Case 12: Service Quality at the Remington Hotel Pgs. 339-341
7	The Employees in	1;2;3	Lecture; Group discussion; studies	Assignment: Data visualization	Keller (2013). Chapter 8: Developing

	Services Marketing				Brand Equity Measurement. Pg. 292-312
8	Creating a World Class Service Organization	1;2; 3	Lecture; Group discussion;	Short-answer questions; MCQs; Case analysis; Project Presentation	Read: Hoffman & Bateson Chapter 15 Pgs. 400-426 Read: Wirtz & Lovelock Chapter 15 Pgs 490-497 Read: Case Study: Singapore Airlines: Managing Human Resources for Cost-Effective Service Excellences by Jochen Wirtz and Loizos Heracleous
9	Group Project Presentation	1;2; 3	Oral presentation	Short-answer questions; MCQs; Case analysis; Project Presentation	
10	Group Project Presentation	1;2; 3	Oral presentation	Short-answer questions;	

				MCQs; Case analysis; Project Presentation	
11	Group Project Presentation	1;2; 3	Oral presentation		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Short-answer questions	x	x	x
MCQs	x	x	x
Case analysis	x	x	x
Project presentation (<i>Comprehensive Website Marketing Plan</i>)	x	x	x

Note: %Pass: Target that 70% of students having scores greater than 50 out of 100.

1. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence	Generally organised logically, with evidence of progression. Occasionally, there may be a lack of focus or	Clear organization and progression. Responds appropriately and relevantly,	Response is focused, detailed and nontangential. Shows a high degree of attention to

		Ideas lack consistence	ideas may be tangential	although some ideas are underdeveloped.	logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved

Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

5. Date revised: June 19, 2024

6. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, 19/06/2024

Dean of Business School



A/Prof. Dr. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

COURSE NAME: B2B MARKETING

Course code: BAIU

1. General information

Course name	- (in English) B2B Marketing - (in Vietnamese) Tiếp thị B2B
Course designation	This course introduces the principles and practices of marketing in business-to-business contexts. It examines how organizations market products and services to other organizations, including manufacturers, government entities, and institutions. Students will learn about organizational buying behavior, relationship marketing, sales force management, pricing, logistics, and strategic partnerships in B2B settings. The course blends theoretical models with real-world case studies and strategic applications.
Course type	Specialized knowledge
Semester(s) in which the course is taught	1,2
Person responsible for the course	N/A
Language	English
Relation to curriculum	Selective course
Teaching methods	Lectures, case studies, discussions, group presentations, projects
Workload (incl. contact hours, self-study hours)	Workload (incl. contact hours, self-study hours): Estimated total workload: 135 hours; Contact hours: 45 hours; Private study including exam preparation: 90 hours
Credit points	3
Number of periods	Theory: 3 Practice: 0

Required and recommended prerequisites for joining the course	None								
Required and recommended prerequisites for joining the course	Prerequisites: None - Corequisites: None - Previous course: Principles of Marketing (BA003IU)								
Course objectives	To equip students with the knowledge and analytical skills necessary for developing and implementing effective B2B marketing strategies, with a focus on relationship building, value creation, and long-term customer engagement in organizational markets.								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td> - CLO1: Identify key differences between B2B and B2C markets and their strategic implications. - CLO2: Explain the process and characteristics of organizational buying behavior. </td></tr> <tr> <td>Skill</td><td> - CLO3: Develop customer relationship and key account strategies for B2B environments. - CLO4: Design and evaluate B2B marketing strategies using tools such as value chains and channel analysis </td></tr> <tr> <td>Attitude</td><td> - CLO5: Demonstrate professional attitude in managing B2B relationships with ethics and long-term value orientation. </td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	- CLO1: Identify key differences between B2B and B2C markets and their strategic implications. - CLO2: Explain the process and characteristics of organizational buying behavior.	Skill	- CLO3: Develop customer relationship and key account strategies for B2B environments. - CLO4: Design and evaluate B2B marketing strategies using tools such as value chains and channel analysis	Attitude	CLO5: Demonstrate professional attitude in managing B2B relationships with ethics and long-term value orientation.
Competency level	Course learning outcome (CLO)								
Knowledge	- CLO1: Identify key differences between B2B and B2C markets and their strategic implications. - CLO2: Explain the process and characteristics of organizational buying behavior.								
Skill	- CLO3: Develop customer relationship and key account strategies for B2B environments. - CLO4: Design and evaluate B2B marketing strategies using tools such as value chains and channel analysis								
Attitude	CLO5: Demonstrate professional attitude in managing B2B relationships with ethics and long-term value orientation.								

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to B2B Marketing	1	I,
	B2B vs. B2C Markets	1	I
	Organizational Buying Behavior	2	T
	Market Segmentation & Targeting in B2B	1	T
	Customer Relationship Management	2	U
	Key Account Management	1	U
	B2B Product & Pricing Strategies	1	T
	B2B Distribution Channels	1	T
	Marketing Communications in B2B	2	U
	Digital Transformation in B2B	1	T
	Ethics and Long-term Partnerships	1	U
Capstone Case Study & Project	1	U	
Examination forms	Short-answer questions, multiple-choice questions, written case analysis, and group presentations.		
Study and examination requirements	Students must attend at least 80% of all sessions. A final score of at least 50/100 is required to pass the course.		
Reading list	[1] Hutt, M. D., & Speh, T. W. (2021). Business Marketing Management: B2B (13th ed.). Cengage Learning. [2] Brennan, R., Canning, L., & McDowell, R. (2020). Business-to-Business Marketing (5th ed.). SAGE. [3] Additional case materials and slides provided via the university’s e-learning system.		

2. Learning Outcomes Matrix (Optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

PLO	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1 – Apply business knowledge in marketing contexts	X	X			
PLO2 – Analyze customer behavior and market environment	X	X			
PLO3 – Solve marketing problems using appropriate tools and methods			X		
PLO4 – Design effective marketing strategies			X	X	
PLO5 – Make ethical and sustainable decisions				X	X
PLO6 – Demonstrate professionalism and teamwork in global settings					X

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning Activities	Assessments	Resources
1	Introduction to B2B Marketing	CLO1	Lecture, group discussion	Participation	Hutt & Speh (2021), Ch.1
2	B2B vs. B2C Markets	CLO1, CLO2	Lecture, case discussion, quiz	In-class quiz	Brennan et al. (2020), Ch.1–2
3	Organizational Buying Behavior	CLO2	Lecture, mini case analysis	Case analysis	Hutt & Speh (2021), Ch.3
4	Market Segmentation in B2B	CLO2	Case discussion, team mapping exercise	Short presentation	Course slides
5	Customer Relationship Management (CRM)	CLO3	CRM simulation, lecture, discussion	Group project kickoff	Brennan et al. (2020), Ch.6
6	Key Account Management	CLO3	Key account planning exercise	CRM report draft	Hutt & Speh (2021), Ch.8
7	B2B Product & Pricing Strategies	CLO4	Lecture, pricing scenarios	Participation	Brennan et al. (2020), Ch.7
8	B2B Distribution Channels	CLO4	Lecture, case comparison	Midterm exam review	Hutt & Speh (2021), Ch.9
9	Midterm Exam	CLO1, CLO2	In-class exam	Midterm Exam	-

10	Marketing Communications in B2B	CLO3, CLO4	Integrated strategy planning	Strategy map submission	Brennan et al. (2020), Ch.10
11	Digital Transformation in B2B	CLO4	Digital campaign simulation	Digital outline	Course slides
12	Ethics and Long-term Partnerships	CLO5	Case debate, ethical frameworks	Reflection report	Hutt & Speh (2021), Ch.11
13–14	Capstone Case Study and Group Project	CLO3, CLO4, CLO5	Group coaching, strategic recommendation pitch	Final Presentation Draft	Custom case file
15	Review & Final Exam Preparation	All CLOs	Quiz game, Q&A, group feedback	Peer review	Course summary materials
16	Final Exam	All CLOs	Comprehensive exam	Final Exam	-

*Note: * Target that 70% of students having scores greater than 70 out of 100.*

4. Assessment Plan:

Assessment Type	CLO1–2	CLO3–4	CLO5	Weight
Attendance & Participation	X			10%
Group Project & Case Analysis		X	X	30%
Midterm Exam	X			25%
Final Exam	X	X	X	35%
Total				100%

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics:

Criteria	Inadequate (0–49%)	Adequate (50–59%)	Good (60–79%)	Excellent (≥80%)
Organization & Presentation	Poor structure, unclear logic, lacks visuals or tables	Basic structure with limited clarity or missing visuals	Clear and organized structure; appropriate use of tables/visuals	Outstanding clarity and visual integration; aids enhance communication
Application of Theory	Concepts misapplied or	Some relevant theory applied	Applies appropriate	Insightful and advanced application of theory in

	absent; weak understanding	with limited accuracy	models with reasonable interpretation	real-world B2B scenarios
Use of Data & Referencing	Lacks data support; inappropriate or no citations	Some data used; referencing style inconsistent	Good use of current sources; mostly correct referencing	Excellent data integration; wide range of academic/professional sources, APA correct
Analytical Reasoning	Lacks logical development; purely descriptive	Some argumentation; weak conclusions	Logical reasoning with supportive evidence	Persuasive, well-structured argument with strong, evidence-based conclusions
Originality & Insight	No new insight; mostly descriptive or repetitive	Some effort toward personal insight or contextual relevance	Demonstrates critical thinking and some original contributions	Highly original, reflective work with strategic or innovative recommendations

6. Date revised:

7. **Course coordinator/Lecturer**

Shool/Department:

Email:

Ho Chi Minh City, .../...../.....
Dean of Business School

A/Prof. Dr. Ha Minh Tri

ĐỀ CƯƠNG CHI TIẾT MÔN HỌC
BA094IU – ADVERTISING AND PR



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
 School of Business

COURSE SYLLABUS

Course Name: Advertising & PR

Course Code: BA094IU

1. General information

Course name	- (in English) Advertising & PR - (in Vietnamese) Quảng Cáo & PR
Course designation	Advertising & PR course is to examine the world of advertising: its history, the planning and research functions, the techniques and execution of advertising, including creative and media strategy. The course helps learners address current issues, trends, and ethics facing the industry. This course involves the survey of the fields of public relations and advertising. It describes organizations, jobs, and functions in the industry. Also, it covers the roles of public relations and advertising in society, the economic system, and organizations; psychological and sociological principles as bases for appeals; strategies for media selection and message execution. It also involves introduction to research and regulation.

Course type	☐ General knowledge Fundamental ☐ Specialized knowledge Internship/Project/Thesis ☒ Others:..... ☐ ☐
Semester(s) in which the course is taught	Semester 1- The Fourth Year
Person responsible for the course	N/A
Language	English
Relation to curriculum	☐ Compulsory Elective ☒
Teaching methods	Lecture; Group Discussions; project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 150 Contact hours: 60 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 90 (reading, research, working on group assignments)
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (optional)
Number of periods	Theory: 3 Practice: 0

Required and recommended prerequisites for joining the course	- Prerequisites: BA003IU-Principles of Marketing - Corequisites: - Previous course:
Course objectives	Students will learn how the advertising process works focusing, in particular, on the following aspects: - Identification of communication challenges and opportunities: responding to a client brief; - Creative strategies and practices for generating ideas, concept design, story-telling, emotional appeals and pitching for campaigns; - Campaign evaluation methods.- Strategic communication planning; - Risk, issues and crisis communication; - Organizational communication; - Community relations; - Government relations; - Ethics.

Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Understand the relationship between marketing strategy and the development of promotion strategy CLO2: Identify the key components of an promotion plan, including situation analysis, media strategy, creative strategy, and communication strategy.
	Skill	CLO3: Develop the ability to collect, analyze and organize information and to convey those information clearly and fluently, in both written and spoken forms.
	Attitude	CLO4: Able to learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership).

Content	The description of the contents should clearly indicate the weighting of the content and the level.		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Chapter 1: What is Advertising Today? Evolution of Advertising	3	I; T
	Chapter 2: Economic, Social & Regulatory Aspects of Advertising. Legal Aspects. Regulatory issues – specific issues in regulatory environment. Ethical Aspects/Cases. Video – The Ad and the Ego	3	T;U
	Chapter 3: Scope of Advertising. Research: Gathering Info for Ad Planning	3	T; U
	Chapter 4: Marketing & Advertising Planning	3	T;U
	Chapter 5: Planning Media Strategy. Creative Strategy & the Creative Process	3	T;U
	Chapter 6: Creative – Print Ads. Creative – TV Ads	3	T;U
	Chapter 7: Creative – Radio Ads. Creative – Other Ads	3	T;U
	Chapter 8: Building Relationships: Direct Marketing, Personal Selling and Sales Promotion (especially S.P. section)	3	T;U
	Chapter 9: Building Relationships: P.R., Sponsorship, and Corporate Advertising	3	T;U
	Chapter 10: Using Electronic Media: TV and Radio. Using Digital Interactive Media and Direct Mail	3	T;U
	Chapter 11: Group Project Work Day. Using Out of Home, Exhibitive, and Supplemental Media Yellow Pages Advertising Groups presentation.	3	T;U

	Chapter 12: Group Project Work Day. Using Out of Home, Exhibit, and Supplemental Media Yellow Pages Advertising Groups presentation	3	T;U
Examination forms	Short-answer questions; MCQs; Case analysis; Group Project on Omnichannel Strategy		
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.		
Reading list	Textbooks: -Advertising and Promotion: An Integrated Marketing Communications Perspective - 7th ed, - George E. Belch, Michael A. Belch, 2007, McGraw – Hill (available). References: Contemporary Advertising, Arens, McGraw Hill, 11th ed., 2008.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO					
CLO	1	2	3	4	5	6
1		x				
2		x				
3			x			
4				x		x

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CL O	Learning activities	Assessments	Resources
1	Chapter 1: What is Advertising Today? Evolution of Advertising	1;2; 3;4	Lecture; case study; Group Assignment	Short-answer questions; MCQs; Case analysis; Project Presentation	
2	Chapter 2: Economic, Social & Regulatory Aspects of Advertising. Legal Aspects. Regulatory issues – specific issues in regulatory environment. Ethical Aspects/Cases. Video – The Ad and the Ego	1;2; 3;4	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	
3	Chapter 3: Scope of Advertising. Research: Gathering Info	1;2; 3;4	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	

	for Ad Planning				
4	Chapter 4: Marketing & Advertising Planning	1;2; 3;4	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	
5	Chapter 5: Planning Media Strategy. Creative Strategy & the Creative Process	1;2; 3;4	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	
6	Chapter 6: Creative – Print Ads. Creative – TV Ads	1;2; 3;4	Lecture; Group discussion;	Short-answer questions; MCQs; Case analysis; Project Presentation	
7	Chapter 7: Creative – Radio Ads. Creative – Other Ads	1;2; 3;4	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	
8	Chapter 8: Building Relationships:	1;2; 3;4	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case	

	Direct Marketing, Personal Selling and Sales Promotion (especially S.P. section)			analysis; Project Presentation	
9	Chapter 9: Building Relationships: P.R., Sponsorship, and Corporate Advertising	1;2; 3;4	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	
10	Chapter 10: Using Electronic Media: TV and Radio. Using Digital Interactive Media and Direct Mail	1;2; 3;4	Lecture; Group discussion; Case studies	Short-answer questions;	
11	Chapter 11: Group Project Work Day. Using Out of Home, Exhibit, and Supplemental	1;2; 3;4	Lecture; Group discussion; Case studies	Short-answer questions;	

	Media Yellow Pages Advertising Groups presentation.				
12	Chapter 12: Group Project Work Day. Using Out of Home, Exhibitve, and Supplemental Media Yellow Pages Advertising Groups presentation	1;2; 3;4	Lecture; Group discussion; Case studies	Oral presentation	

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Short-answer questions	x	x	x	x
MCQs	x	x	x	x
Group Project/Presentation	x	x	x	x

Note: %Pass: Target that 70% of students having scores greater than 50 out of 100.

Project Report (Written Assignment)

The students are required to submit a project report in groups of 4-6 students on one topic.

Length and Style: Maximum 3,000 words, excluding footnotes, figures and references.

The format for assignments is to be double spaced with 2.5 cm margins and font size of 12, Times Roman. Please show the word count, along with all other details on the cover

sheet.

The project will be assessed for analytical content and presentation. The same marks will be awarded to all students in the same group. All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarizing works of other authors, including your fellow students or cutting and pasting from the internet and other sources is an offence and will be seriously penalized.

Due Date: The project report is due at (time) pm on (date, day). Assignments are to be handed to the School of Business Administration's Faculty Assistant or the lecturer at the Faculty Office.

- Late work will be penalized at the rate of 25 percentage points per week day.
- Students must keep copies of all work submitted.

5. Rubrics (project report and case presentation)

Marking Criteria	Marks	Learning outcomes/attributes
Quality of arguments: relevance, logic and cohesion	15	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	10	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organisation, clarity of expression, editing etc	15	Clarity of vision
Oral Presentation	20	

6. **Date revised: June 19, 2024**

7. **Course coordinator/Lecturer**

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

Dean of Business School

A handwritten signature in blue ink, appearing to be 'Ha Minh Tri', written in a cursive style.

A/Prof. Dr. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

COURSE NAME: INTRODUCTION TO BUSINESS ADMINISTRATION

Course code: BA115IU

1. General information

Course name	- (in English) Introduction to Business Administration - (in Vietnamese) Quản trị kinh doanh đại cương
Course designation	This foundational course introduces students to the core functions, principles, and practices of business administration. It provides a broad overview of key business areas such as management, marketing, finance, operations, human resources, and entrepreneurship. The course emphasizes how different business functions integrate to support strategic objectives and respond to global challenges. Through lectures, discussions, and practical case studies, students develop a fundamental understanding of business environments, decision-making processes, and the role of business in society.
Course type	<i>Fundamental</i>
Semester(s) in which the course is taught	1,2
Person responsible for the course	N/A
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lectures, projects, homework, examinations.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 128 Contact hours: 38 (15 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours: 90
Credit points	3
Number of periods	Theory: 3

	Practice: 0		
Required and recommended prerequisites for joining the course	None		
Course objectives	• The aim of this course is to promote understanding of focuses on professional selling skills, strategic planning and leadership management at sales function • Further topics of study emphasizes how firms manage their selling functions: increasing global competition, knowledge management, greater cultural diversity and the importance of ethical responsibility • The course uses multiple formats to expose students to a comprehensive overview of practical matters related to business portfolio performance assessment and strategic planning		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	LO1: Describe concepts that covered in the course such as how changes in the business environment influences on the firm, business ownership, different functions of management, LO2: Identify the concept which related to HRM and employees motivation as well as the characteristic of marketing mix. LO3: State the ethical requirements of business activities	
	Skill	LO4. Hold basic communication skills such as written	
	Attitude	LO5. Recognize value and beliefs of others from different cultural context	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Chapter 1: Managing Within the Dynamic Business Environment: Taking Risks and Making Profit	1	I,R
	Chapter 2: How Economics Affects Business: The Creation and Distribution of Wealth	1	I,R
Chapter 5: Choosing a form of business ownership	1	I,R	
Chapter 7: Management, Leadership, And Employee Empowerment	1	I,R	

	Chapter 8: Adapting Organizations to Today's Markets	1	I,R
	Chapter 9: Producing World-Class Goods and Services	1	I,R
	Chapter 10: Motivating Employees and Building Self-Managed Teams	1	I,R
	Chapter 11: HRM: Finding and Keeping the Best Employees	1	I,R
	Chapter 13: Marketing: Building Customer Relationships	1	I,R
	Chapter 14: Developing and Pricing Products and Services	1	I,R
	Chapter 15: Distributing Products Quickly and Efficiently	1	I,R
	Chapter 16: Using Effective Promotional Techniques	1	I,R
Examination forms	Multiple-choice questions, Short-answer questions, Case analysis		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] Main textbooks: William G. Nickels, James M. McHugh, Susan M. McHugh – Understanding Business, 13th edition, McGraw-Hill [2] Slides and other materials are provided in the Blackboard		

2. Learning Outcomes Matrix (Optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6				
1	X									
2	X									
3				X						
4					X	X				
5					X					

3. Planned learning activities and teaching methods

Session	Content	CLO	Bloom's Taxonomy	Category	Teacher's Material	Assessments
1	Chapter 1: Managing Within The Dynamic Business Environment: Taking Risks And Making Profits	1,3	KN, CR	Lecture	Instructor Manual, Teacher's Resource	Student's book
2	Chapter 2: How Economics Affects Business: the Creation and Distribution of Wealth	1,3	KN, CR	Lecture HBR presentation	Instructor Manual, Teacher's Resource	Student's book
3	Chapter 5: Choosing a Form of Business Ownership	1, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
4	Chapter 7: Management, Leadership, And Employee Empowerment	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book Case study
5	Chapter 8 Adapting Organizations To Today's Markets	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book Case study
6	Chapter 9 Producing World-Class Goods and Services	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
7	Chapter 10 Motivating Employees And Building Self-Managed Teams	1, 3	KN, CR	Lecture, HBR presentation	Case study, Teacher's Resource	Case-study, Student's book

8	Chapter 11 HRM: Finding and Keeping the Best Employees	2, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
9	Chapter 13 Marketing: Building Customer Relationships	2, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
10	Chapter 14 Developing and Pricing Products and Services	2, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
11	Chapter 15 Distributing Products Quickly and Efficiently	2	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
12	Chapter 16 Using Effective Promotional Techniques	2	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
13	COURSE REVIEW	1, 2, 3	KN, CR		Instructor Manual, Teacher's Resource	Student's book
14	GROUP PRESENTATION AND REPORT SUBMISSION	3,4,5	AP, EV	Group Presentation and Report Submission		
15	GROUP PRESENTATION AND REPORT SUBMISSION	3,4,5	AP, EV	Group Presentation and Report Submission		

*Note: * Target that 70% of students having scores greater than 70 out of 100.*

4. Assessment Plan:

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Chapter Mindmap (5%)	70%Pass	70%Pass			

Case Analysis (5%)					
Class participation and preparation (5%)					
Group assignment (10%)				70%Pass	70%Pass
Mid-term Exam (30%)	70%Pass		Q1 70%Pass		
Final exam (40%)		70%Passes	70%Pass		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics:

Grading rubric for presentation			
	Capstone 3	Milestone 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

Supporting Material	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Grading rubric for group report

	Capstone 4	Milestones 3 2		Benchmark 1
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organization and clarification	No evidence of organization and coherence	Does not organize ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic

Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources.	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate.	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into
			Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Quotations integrated well into paragraphs. Sources cited correctly	paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved

				problems	

6. Date revised:

7. Course coordinator/Lecturer

Shool/Department:

Email:

Ho Chi Minh City, .../...../.....
Dean of Business School



A/Prof. Dr. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: International Marketing

Course Code: BA145IU

1. General information

Course name	- <i>(in English) International Marketing</i> - <i>(in Vietnamese) Marketing quốc tế</i>
Course designation	The course is designed to provide undergraduate students with up-to-date knowledge of international marketing issues that MNCs are facing. The course focuses on analyzing the cultural environment of global markets, assessing global market opportunities and developing global marketing strategies. It focuses on the understanding the dynamic environment of international trade; the impact of international environment on firm's global marketing standardization versus local adaptation strategy; developing global marketing strategies, including planning and organizing 4Ps marketing strategies; implementing global marketing strategies, including negotiating with international customers, partners and regulators. .
Course type	<i>Fundamental</i>
Semester(s) in which the course is taught	1,2
Person responsible for the course	None
Language	English
Relation to curriculum	Elective
Teaching methods	Student-centered method
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, class discussion, project preparation.): 45 Private study including examination preparation, specified in hours: 90
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)

Number of periods	Theory: 3 Practice: 0		
Required and recommended prerequisites for joining the course	None		
Course objectives	After studying this course, the students would be able to analyze the dynamic of cultural environment of global marketing and formulate and implement global-local marketing strategies in international markets.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1. Analyze the dynamic of cultural environment of global marketing. CLO2. Formulate and implement global-local marketing strategies in international markets.	
	Skill	CLO3. Apply group working skills to make international marketing strategies. CLO4. Use presentation skills to present their project.	
	Attitude	CLO5. State the ethical requirements of international marketing activities.	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	The Scope and Challenge of International Marketing.	1	I, T
	Cultural Dynamics Culture Pervasive Impact.	1	I, T, U
	Culture, Management Style, and Business Systems.	1	I, T
	Emerging Markets.	1	I, T, U
Developing Global Vision Through Marketing Research.	1	I, T	

	Global Marketing Management.	2	I, T, U
	Product and Service for Consumers.	1	I, T, U
	Product and Service for Businesses	1	I, T, U
	International Marketing Channels.	1	I, T, U
	Integrated Marketing Communication (IMC) and International Advertising.	1	I, T, U
	Pricing for International Markets.	1	I, T, U
	Personal Selling and Sales Management	1	I, T, U
Examination forms	Multiple-choice questions, Short-answer questions, Case analysis		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] Textbook: Philip R. Cateora, Marry C. Gilly and John L. Graham, (2019), <i>International Marketing</i>, 18 th Edition, McGraw Hill. <u>Reference Books:</u> [2] Warren J. Keegan and Mark C. Green, (2019), <i>Global Marketing</i>, 10th Edition, Pearson.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLOs									
CLOs	1	2	3	4	5	6				
1		x								
2		x								

3			x							
4			x							
5						x				

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: The Scope and Challenge of International Marketing.	1	Cas e MCQs; analysis	Lecture, Discussion Group's project guidelines	[1], [2]
2	Chapter 4: Cultural Dynamics Culture Pervasive Impact.	1,2,3,4	Cas e MCQs; analysis	Lecture, Discussion	[1], [2]
3	Chapter 5: Culture, Management Style, and Business Systems.	1	MCQs; analysis Cas e	Lecture, Discussion	[1], [2]
4	Chapter 9: Emerging Markets.	1,2,3,4, 5	MCQs; analysis Cas e	Lecture, Discussion	[1], [2]
5	Chapter 8: Developing Global Vision Through Marketing Research.	1	Cas e MCQs; analysis	Lecture, Discussion	[1], [2]
6, 7	Chapter 12: Global Marketing Management.	2,3,4,5	MCQs; analysis Cas e	Lecture, Discussion	[1], [2]
8	Midterm	1,2,3	Short-answer questions; MCQs/ Case analysis		
			50%*		

9	Chapter 13: Product and Service for Consumers.	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
10	Chapter 14: Product and Service for Businesses	2,3, 4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
11	Chapter 15: International Marketing Channels.	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
12	Chapter 16: Integrated Marketing Communication (IMC) and International Advertising.	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
13	Chapter 18: Pricing for International Markets.	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
14	Chapter 17: Personal Selling and Sales Management.	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
15	Oral group project presentation	4,5	Oral Presentation 70%*	Q&A	
16	Course review				
17	Final exam	1,2,3, 4,6	Short- answer questions; MCQs/ Case analysis 50% *		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Attendance check, group presentation	50%	50%	50%	50%	50%

(15%)					
Group report (15%)	50%	50%	50%	50%	50%
Midterm exam (30%)	50%	50%			50%
Final exam (40%)	50%	50%			50%

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	Inadequate (0–49%)	Adequate (50–59%)	Good (60–79%)	Excellent (≥80%)
Organization & Delivery	Lacks structure, unclear flow, poor formatting or time management	Acceptable structure; minor organization flaws	Clear and logical organization; well-timed and formatted	Excellent structure, polished delivery, and effective visual/auditory support
Understanding & Application of Theory	Weak grasp of concepts; minimal or incorrect application of frameworks	Applies some relevant theories with minor inaccuracies	Good grasp of theories with appropriate application to context	Sophisticated understanding and creative application of theories in global marketing
Analysis & Critical Thinking	Descriptive or superficial interpretation without insight	Some analysis with limited depth	Analytical thinking with supported arguments	Deep, critical analysis offering strategic and original insights
Use of Data, Examples, and Evidence	Irrelevant or no data/examples; weak referencing	Limited data/evidence; referencing with errors	Relevant data and examples; mostly accurate referencing	Strong, up-to-date evidence with full citations (APA or equivalent)
Teamwork & Communication	Poor collaboration or unclear communication	Team roles unclear; moderate group coherence	Clear group roles; cohesive presentation or report	Seamless collaboration and professional-level communication
Ethical and Cultural Sensitivity	No mention of ethics or cross-cultural factors	Mentions ethical/cultural issues with little depth	Addresses ethics and global sensitivity with reasonable	Strong integration of ethical and cultural issues into recommendations or conclusions

			depth	

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF BUSINESS



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: Strategy Formulation and Implementation

Course Code: BA162IU

1. General information

Course name	- (in English) <i>Strategy Formulation and Implementation</i> - (in Vietnamese) <i>Quản trị Chiến lược</i>
Course designation	This course focuses on some of the important current issues in strategic management. It will concentrate on modern analytical approaches and on enduring successful strategic practices.
Course type	<i>Fundamental</i>
Semester(s) in which the course is taught	3
Person responsible for the course	<i>Nguyen Ngoc Duy Phuong, PhD</i>
Language	English
Relation to curriculum	Elective
Teaching methods	Student-centered method
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 115 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours :
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)
Number of periods	Theory: 3 Practice: 0
Required and recommended prerequisites for	Prerequisites: (BA134IU – Principles of Management) Students should have a foundational understanding of management functions,

joining the course	organizational structures, and basic managerial decision-making processes. Corequisites: (None required) This course is designed as a stand-alone strategic capstone module, although students are encouraged to take it alongside or after completing marketing, finance, and operations-related subjects for better strategic integration. Previous Course: (BA003IU – Principles of Marketing) Prior exposure to marketing concepts such as customer value, segmentation, and positioning will enhance students' ability to contribute to strategy development in dynamic environments.						
Course objectives	This course focuses on some of the important current issues in strategic management. After taking this class, the students should all be able to: • Demonstrate modern analytical approaches and on enduring successful strategic practices. • Demonstrate an innovation and strategy alignment outlook since this orientation in many ways highlights the significant emerging trends in strategic management. • Provide the students with a pragmatic approach that will guide the formulation and implementation of corporate, business, and functional strategies. Exhibit analytical, research, and presentation skills in strategy formulation and implementation.						
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td> CLO1. To explain the fundamental principles of and relationships among business primary and supporting activities to analyze internal strengths and weaknesses. CLO2. To predict the relationships of business to individuals, other organizations, government and society </td></tr> <tr> <td>Skill</td><td> CLO3. To analyze the fundamentals of strategic management using the case method CLO4. To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools </td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1. To explain the fundamental principles of and relationships among business primary and supporting activities to analyze internal strengths and weaknesses. CLO2. To predict the relationships of business to individuals, other organizations, government and society	Skill	CLO3. To analyze the fundamentals of strategic management using the case method CLO4. To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools
Competency level	Course learning outcome (CLO)						
Knowledge	CLO1. To explain the fundamental principles of and relationships among business primary and supporting activities to analyze internal strengths and weaknesses. CLO2. To predict the relationships of business to individuals, other organizations, government and society						
Skill	CLO3. To analyze the fundamentals of strategic management using the case method CLO4. To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools						

	Attitude	CLO5. To comprehend and critically evaluate information presented in written and numeric form CLO6. To express ideas clearly, logically and persuasively in written communication	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	No.	Contents	Weight Level
	1	Introduction, General overview of the course, assigned work	1 I, R
	2	What is strategy and Why is it important	1 I, R, M
	3	Charting a company's direction	1 I, R, M
	4	Evaluating a company's external environment	1 I, R, M
	5	Evaluating a company's resource, capabilities, and competitiveness	1 I, R, M
	6	The five generic competitive strategies	1 I, R, M
	7	Strengthening a company's competitive position	1 I, R, M
	8	Strategies for competitive in international market	1 I, R, M
	9	Corporate strategy	1 I, R, M
	10	Ethics, CSR, Environmental sustainability, & strategy Case analysis	1 I, R, M
	11	Building an Organizational Capable of Good Strategy Execution: People, Capabilities, and Structure	1 I, R, M
	12	Managing internal operations	1 I, R, M

	13	Corporate culture and leadership Case analysis	1	I, R, M	
	14	Apply Business Model Canvas (BMC)	1	I, R, M	
	15	Final course review	1	R, M	
Examination forms	Mid-term exams with essay questions/case analysis. Final exams with essay questions/case analysis.				
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.				
Reading list	Please note that it is very important to gain familiarity with the subject matter in the readings and cases prior to attendance in classes. Textbook: Required: Thompson, A., Peteraf., Gamble, J., & Strickland, A. (2021). <i>Crafting & Executing Strategy: The Quest for Competitive Advantage: Concepts and Cases</i>, 20th edition. McGrawHill Education. Supplement: Hitt, M.A., Ireland, R.D., & Hoskisson, R.E. (2020). <i>Strategic Management: Concepts and Cases</i>, 13th ed. Cengage. Blue Ocean Strategy, W Chan Kim & Renee Mauborgne				

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

PLOs										
CLOs	1	2	3	4	5	6				
1	R, M									
2				R, M	R, M					
3				R, M	R, M					
4				R, M	R, M					
5						R, M				
6						R, M				

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Resources
1	Introduction, General overview of the course, assigned work	LO1	Instructor Manual, Teacher's Resource
2	Chapter 1: What is strategy and Why is it important. Case analysis: C1: Apple Inc.: Exemplifying a successful strategy; C2: Pandora, SiriusXM, and Over-the-Air Broadcast Radio: Three contrasting business model	LO1	Case-study, Teacher's Resource
3	Chapter 2: Charting a company's direction Case analysis: C1: TOMS shoes: A mission with a company; C2: Volkswagen corporate governance failures	LO2	Instructor Manual, Teacher's Resource
4	Chapter 3: Evaluating a company's external environment Case analysis: C1: Casual dining industry; C2: Business ethics and competitive intelligence	LO3	
5	Chapter 4: Evaluating a company's resource, capabilities, and competitiveness Case analysis: C1: Boll & Branch in value chain; C2: Benchmarking in the solar industry	LO4	Instructor Manual, Teacher's Resource and Quiz Handouts
6	Chapter 5: The five generic competitive strategies Case analysis: C1: Low-cost leader in investment management; C2: Goose's focused differentiation	LO5	Instructor Manual, Teacher's Resource
7	Chapter 6: Strengthening a company's competitive position Case analysis: C1: Bonobo's blue-ocean strategy; C2: Walmart's expansion into e-commerce; C3: Tesla's vertical integration strategy	LO6	Instructor Manual, Teacher's Resource
Week	Topic	CLO	Resources

8	Chapter 7: Strategies for competitive in international market Case analysis, C1: Four seasons hotels: local character, global service; C2: WeChat's strategy for defending against international social media giants in China	LO6	Instructor Manual, Teacher's Resource and Quiz Handouts
	Midterm		
9	Chapter 8: Corporate strategy Case analysis: C1: The Kraft-Heinz Merger: pursuing the benefits of cross-business strategic fit; C2: Restructuring for better performance at HP	LO1,2,4,6	Instructor Manual, Teacher's Resource
10	Chapter 9: Ethics, CSR, Environmental sustainability, & strategy Case analysis; C1: How PepsiCo put its ethical principles into practice; C2: Unilever's focus on sustainability	LO5	Instructor Manual, Teacher's Resource
11	Chapter 10: Building an Organizational Capable of Good Strategy Execution: People, Capabilities, and Structure Case analysis; C1: Zara's strategy execution capabilities; C2: Apple outsource values chain activities	LO6	Instructor Manual, Teacher's Resource
12	Chapter 11: Managing internal operations Case analysis; C1: How Wegmans rewards and motivates its employees; C2: Nucor corporation: tying incentives directly to strategy execution.	LO3,5	Instructor Manual, Teacher's Resource
13	Chapter 12: Corporate culture and leadership Case analysis: C1: EPIC strong guiding principles drive the high performance culture; C2: Driving cultural change at Goldman Sachs	LO3,6	Instructor Manual, Teacher's Resource
14	Apply Business Model Canvas (BMC) Use start-up model	LO1,2,3,4,5,6	Instructor Manual, Teacher's Resource
15	COURSE REVIEW and guest speaker, Review essay	LO1-6	
16	Final exam		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	Weight (%)
Attendance & Participation	X	X	X	X	X	15%
Group Oral Presentation	X	X	X	X	X	15%
Group Written Report	X	X	X	X	X	15%
Midterm Exam	X	X			X	30%
Final Exam		X	X		X	40%

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPL ARY ≥ 90%
Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion

					and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources.	Draws upon sources to support most points. Some evidence may not support arguments or may appear	

				where inappropriate . Quotations integrated well into paragraphs.	
			Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Sources cited correctly	
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	

Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF BUSINESS



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: Digital Marketing Strategy

Course Code: BA288IU

1. General information

Course name	- <i>(in English) Digital Marketing Strategy</i> - <i>(in Vietnamese) Chiến lược Marketing Số</i>
Course designation	This course offers an overview of digital marketing strategy development and implementation. Strategic frameworks and models are introduced to help you understand how to analyze digital marketing landscape, evaluate the effectiveness of different digital marketing tactics, and develop marketing plan that integrates multiple online and offline media. The complementary role of traditional and digital marketing along a customer journey will be highlighted. Trends, opportunities, and threats in the field will also be discussed. Business students who wish to enter the field of marketing and any students who wish to build their own brands through digital media would find this course useful. You will learn how to solve real problems in digital marketing through case discussions, individual and group project. You will also gain hands-on experiences in selected areas of digital marketing through assignments.
Course type	<i>Specialized Knowledge</i>
Semester(s) in which the course is taught	2,3
Person responsible for the course	N/A
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Case studies, Group Discussions
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 Contact hours: 60 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 86 (reading, research, working on group assignments)
Credit points	3 credits (Theory: 3 + Practice: 0)

	ECTS (<i>optional</i>)		
Number of periods	Theory: 3 Practice: 0		
Required and recommended prerequisites for joining the course	- Prerequisites: BA003IU-Principles of Marketing; BA083IU – Consumer Behavior - Corequisites: None required - Previous course: BA123IU-Principles of Management		
Course objectives	- Discuss the up-to-date trends and knowledge in digital marketing. - Apply selected digital marketing tools in business settings. - Analyse digital marketing issues by using the relevant concepts, frameworks, and principles. - Provide and evaluate digital marketing solutions. - Propose a comprehensive marketing strategy and implementation plan to an organization with a focus on the current digital landscape. - Collaborate with your team members in the group project		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Describe digital marketing concepts, framework, principles and solution in business setting.	
	Skill	CLO2: Apply digital marketing strategy and implementation plan to an organization with a focus on the current digital landscape.	
	Attitude	CLO3: Collaborate with your team members in the group project.	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Digital Landscape: What are businesses competing for in the digital realm?	3	I; T
	Customer-Centric Content Creation (customer Journey): How can brands create and manage content that inform the customer journey?	3	T; U
	Gaining Insight from Customer Online Behavior (Customer Insights):How can brands strategically leverage customer insights from “big” data to make better marketing-decisions and create customer value?	3	T; U
Gaining Insight from Campaign Data (Campaign	3	T; U	

	Assessment): How can brands assess campaign data to inform future campaigns?		
	E-Commerce Strategy & Locality (E-commerce): How can e-commerce businesses leverage data to build customer intimacy?	3	T; U
	Crisis Management in the Digital Age (E-Reputation): How can brands respond when customers empowered by social media turn against them?	3	T;U
Examination forms	Short-answer questions; MCQs; Case analysis; Group Project		
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.		
Reading list	[1] Gupta, S. (2020). Digital Marketing (2nd ed.). McGraw Hill. India. [2] Chaffey, D., & Ellis-Chadwick, F. (2019). Digital Marketing: Strategy, Implementation and Practice (7th ed.). Pearson. [3] Kaufman, I., & Horton, C., (2015). Digital Marketing: Integrating Strategy and Tactics with Values, A Guidebook for Executives, Managers, and Students. Routledge. [4] Kotler, Philip, Kartajaya, Hermawan, & Setiawan, Iwan (2017) Marketing 4.0: Moving from Traditional to Digital. Wiley. [5] Additional articles and cases will be assigned during the semester.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO						
CLO	1	2	3	4	5	6	
1		4	4	4			
2		3	4	3		2	

3							

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Course Overview	1;2	Lecture; Group discussion	Short-answer questions; MCQs;	
2	Digital Landscape: What are businesses competing for in the digital realm?	1;2; 3	Lecture; Case analysis; Group discussion	Short-answer questions; MCQs; Case analysis	Online Video Lecture: Digital Transformation Reading: Amazon, Apple, Facebook, and Google Case
3	Group Project Brief	3	Lecture; Group discussion		
4	Customer-Centric Content Creation (customer Journey): How can brands create and manage content that inform the customer journey?	1;2; 3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Online Video Lecture: Website Design Reading: AccorHotels Case
5	Gaining Insight from Customer	1;2; 3	Lecture; Group discussion; Case	Short-answer questions;	Online Video Lecture:

	Online Behavior (Customer Insights):How can brands strategically leverage customer insights from “big” data to make better marketing-decisions and create customer value?		studie	MCQs; Case analysis; Project Presentation	Analytics Reading: Loreal Case
6	Guest Speaker/Hands-on Workshop Gaining Insight from Campaign Data (Campaign Assessment):	1;2			
7	How can brands assess campaign data to inform future campaigns?	1;2; 3	Lecture; discussion; studies	Group Case	Online Video Lecture: Online Advertising Reading: Squatty Potty Case
8	Group Project	1;2;			

9	Consultation	3				
	Midterm Examination	1;2			Short-answer questions; MCQs; Case analysis; Project Presentation	
10	E-Commerce Strategy & Locality (E-commerce): How can e-commerce businesses leverage data to build customer intimacy?	1;2;3	Lecture; discussion; studies	Group Case	Short-answer questions; MCQs; Case analysis; Project Presentation	Online Video Lecture: E-Commerce Reading: Shopee vs Lazada Case
	Crisis Management in the Digital Age (E-Reputation): How can brands respond when customers empowered by social media turn against them?	1;2;3	Lecture; discussion; studies	Group Case	Short-answer questions; MCQs; Case analysis; Project Presentation	Online Video Lecture: Social Media Marketing Reading: United Breaks Guitars Case
12	Pitch Preparation	1;2;3				Online Video Lecture:

13	Project Presentation	1;2; 3	Oral presentation	Project Presentation	Influencer Marketing
14	Project Presentation	1;2; 3	Oral presentation	Project Presentation	
15	COURSE REVIEW	1;2; 3	Lecture		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Short-answer questions	x	x	
MCQs	x	x	
Case analysis	x	x	x
Project presentation	x	x	x

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence. Ideas lack consistence	Generally organised logically, with evidence of progression. Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to

					the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs.

				correctly	Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF BUSINESS

A handwritten signature in blue ink, appearing to read 'H. Minh Tri', written in a cursive style.

A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: Social Media and Mobile Marketing

Course Code: BA289IU

1. General information

Course name	- <i>(in English)</i> Digital Marketing Strategy - <i>(in Vietnamese)</i> Chiến lược Marketing Số
Course designation	This course covers advertising, marketing, and communication strategies in the new media landscape of social media. You will get familiar with major social media services like Facebook, Twitter, Google+, LinkedIn, and others, as well as their marketing tools that can bring significant value to a business. You will learn how to build successful social media marketing strategies and track its effectiveness. In this course you will also learn about the mobile landscape marketing applications. The course will look at consumer mobile behaviour – trends and usage and how to develop a mobile strategy. You will look at companies using SMS campaigns, QR codes, mobile Internet and mobile apps. You will also discuss mobile advertising and search and mobile campaign metrics measurement and ROI.
Course type	<i>Specialized Knowledge</i>
Semester(s) in which the course is taught	2,3
Person responsible for the course	N/A
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Case studies, Group Discussions
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 Contact hours: 34 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 86 (reading, research, working on group assignments)
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS <i>(optional)</i>

Number of periods	Theory: 3 Practice: 0																																
Required and recommended prerequisites for joining the course	- Prerequisites: BA003IU-Principles of Marketing - Corequisites: None required - Previous course: None required																																
Course objectives	- Understand social media and mobile tools and how they can be used to influence brand awareness and recall - Understand social media and mobile metrics, analytics and optimization techniques - Formulate and implement effective social media and mobile marketing campaigns - Propose an effective social media and/or mobile strategy that fit with the integrated communication strategy of a firm.																																
Course learning outcomes	Upon the successful completion of this course students will be able to: <table><tr><th>Competency level</th><th colspan="2">Course learning outcome (CLO)</th></tr><tr><td>Knowledge</td><td colspan="2">CLO1: Understand theories, concepts, approaches and tools of social media and mobile marketing.</td></tr><tr><td>Skill</td><td colspan="2">CLO2: Apply theories, concepts approaches and tools of social media and mobile marketing to propose a social media and/or mobile strategy that fit with the integrated communication strategy of a firm.</td></tr><tr><td>Attitude</td><td colspan="2">CLO3: Follow the ethical standards in digital marketing and communication.</td></tr></table>			Competency level	Course learning outcome (CLO)		Knowledge	CLO1: Understand theories, concepts, approaches and tools of social media and mobile marketing.		Skill	CLO2: Apply theories, concepts approaches and tools of social media and mobile marketing to propose a social media and/or mobile strategy that fit with the integrated communication strategy of a firm.		Attitude	CLO3: Follow the ethical standards in digital marketing and communication.																			
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Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Introduction</td><td>3</td><td>I; T</td></tr><tr><td>Setting Goals and Strategies</td><td>3</td><td>T; U</td></tr><tr><td>Identifying the Target Audience</td><td>3</td><td>T; U</td></tr><tr><td>Social Media Platforms & Engagement</td><td>3</td><td>T; U</td></tr><tr><td>Microblogging, Stories, and Video</td><td>3</td><td>T; U</td></tr><tr><td>Social Media Content</td><td>3</td><td>T;U</td></tr><tr><td>Managing Your Social Media Accounts</td><td>3</td><td>T;U</td></tr><tr><td>The Social Media Marketing Plan</td><td>3</td><td>T;U</td></tr><tr><td>Mobile Marketing Fundamentals</td><td>3</td><td>T</td></tr></table>			Topic	Weight	Level	Introduction	3	I; T	Setting Goals and Strategies	3	T; U	Identifying the Target Audience	3	T; U	Social Media Platforms & Engagement	3	T; U	Microblogging, Stories, and Video	3	T; U	Social Media Content	3	T;U	Managing Your Social Media Accounts	3	T;U	The Social Media Marketing Plan	3	T;U	Mobile Marketing Fundamentals	3	T
Topic	Weight	Level																															
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Microblogging, Stories, and Video	3	T; U																															
Social Media Content	3	T;U																															
Managing Your Social Media Accounts	3	T;U																															
The Social Media Marketing Plan	3	T;U																															
Mobile Marketing Fundamentals	3	T																															

	Social Media and Mobile Marketing Integration	3	T;U
Examination forms	Short-answer questions; MCQs; Case analysis; Group Project		
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.		
Reading list	[1] Blakeman, Robyn (2014). Nontraditional media in marketing and advertising. Thousand Oaks, California: SAGE Publication (ISBN: 9781412997614) [2] Rowles, Daniel (2014). Mobile marketing: how mobile technology is revolutionizing marketing, communications, and advertising. London: Kogan Page (ISBN: 9780749469382) [3] Scott, David Meerman (2013). The new rules of marketing & PR : how to use social media, online video, mobile applications, blogs, news releases, and viral marketing to reach buyers directly. Hoboken, New Jersey: John Wiley & Sons, Inc.(ISBN:9781118711200)		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO						
CLO	1	2	3	4	5	6	
1		4	4	4			
2		3	4	3		2	
3	2	2	2	2	2		

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction	1;2	Lecture; Group	Short-answer	Read the

			discussion; Find a Social Media Job Description	questions; MCQs;	Syllabus Watch Videos, Lecture)
2	Setting Goals and Strategies	1;2;3	Lecture; Case analysis; Group discussion; Activity: Creating SMART Goals; Choose a Company for Your Final Project	Short-answer questions; MCQs; Case analysis	Read the related lectures and cases; watch the videos
3	Identifying the Target Audience	1;2;3	Lecture; Group discussion; Activity: Define Your Target Audience	Short-answer questions; MCQs; Case analysis; Project Presentation	Read the related lectures and cases; watch the videos
4	Social Media Platforms & Engagement	1;2;3	Lecture; Group discussion; Case studies; Activity: Choosing Your Social Media Platforms	Short-answer questions; MCQs; Case analysis; Project Presentation	Read the related lectures and cases; watch the videos
5	Microblogging, Stories, and Video	1;2;3	Lecture; Group discussion; Case studies; Activity: Explore Business Resources for Social Media	Short-answer questions; MCQs; Case analysis; Project Presentation	Read the related lectures and cases; watch the videos
6	Social Media Content	1;2;3	Lecture; Group discussion; Case studies; Activity: Create 2 Shareable Pieces of Content	Short-answer questions; MCQs; Case analysis; Project Presentation	Read the related lectures and cases; watch the videos
7	Managing	1;2;	Lecture; Group	Short-answer	Read the related

	Your Social Media Accounts	3	discussion; Case studies	questions; MCQs; Case analysis; Project Presentation	lectures and cases; watch the videos
8	The Social Media Marketing Plan	1;2;3	Lecture; Group discussion; Case studies; Activity: Review the Social Media Marketing Outline (Group Project)	Short-answer questions; MCQs; Case analysis; Project Presentation	Read the related lectures and cases; watch the videos
9	Mobile Marketing Fundamentals	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Read: Mobile apps, mobile websites, location-based marketing, mobile payments, mobile analytics.
10	Social Media and Mobile Marketing Integration	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Read the related lectures and cases; watch the videos
11	Group Project	1;2;3	Group Discussion		
12	Group Project	1;2;3	Oral Presentation		
13	Group Project	1;2;3	Oral Presentation		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Short-answer questions	x	x	
MCQs	x	x	
Case analysis	x	x	x
Project presentation (<i>Social Media & Mobile Marketing Project</i>)	x	x	x

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY $\geq 90\%$
Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic

Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly

Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

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A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: Digital Content Marketing

Course Code: BA290IU

1. General information

Course name	- <i>(in English)</i> Digital Content Marketing - <i>(in Vietnamese)</i> Marketing Nội dung Số
Course designation	This course introduces the principles of the content marketing discipline and serves as a guide to any professional or student who wants to learn how to successfully plan and implement digital content marketing strategies and tactics. Filled with contemporary examples of the most successful creative content marketing practices, case studies and professional advice from subject experts, it offers an in-depth view of the world of content marketing from a value-based perspective. The course also includes practical advice on content marketing ideation, content management and content curation, as well as offering recommendations for the best content marketing software. The course also offers a good balance of both theory and practice and is suitable for advanced undergraduate students studying content marketing, digital marketing or social media marketing. Support material includes an instructor manual, chapter-by-chapter PowerPoint slides and a test bank of exam questions.
Course type	<i>Specialized Knowledge</i>
Semester(s) in which the course is taught	2,3
Person responsible for the course	Dr Nguyen The Man
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, presentation, discussion
Workload (incl. contact hours, self-study hours)	Total workload: 135 hours (estimated) Teaching hours (including lectures, in-class discussions, assignments, quizzes, and presentations): 45 Self-study (including take-home assignments, individual or teamwork after class

	hours, and preparation for examinations): 90													
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)													
Number of periods	Theory: 3 Practice: 0													
Required and recommended prerequisites for joining the course	None													
Course objectives	The aim of the course is to communicate theoretical and practical insights and developments in the fields of Digital Content Marketing (DCM). Students learn the characteristics of IMCs. They become acquainted with the theoretical basis of DCM: Theories of Digital Content Marketing; as well as with theories and practices on the implementation of DCM.													
Course learning outcomes	Upon the successful completion of this course students will be able to:													
	Competency level	Course learning outcome (CLO)												
	Knowledge	CLO1: Understand theories, concepts, approaches and tools of social media and mobile marketing. Demonstrate an understanding of key theories, concepts, tools, and approaches in social media and mobile marketing, including platforms, engagement strategies, and campaign metrics.												
	Skill	CLO2: Apply social media and mobile marketing strategies effectively by integrating theory into practice through the development of strategic plans that align with a firm’s integrated communication strategy.												
	Attitude	CLO3: Exhibit ethical awareness and responsibility in digital content creation and marketing communication, adhering to professional standards in online engagement and data use.												
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Introduction to Content Marketing</td><td>1</td><td>I, T</td></tr><tr><td>Content Marketing Planning, Execution and Measurement</td><td>1</td><td>I, T</td></tr><tr><td>Content Marketing ideation: How to generate</td><td>1</td><td>I, T</td></tr></table>		Topic	Weight	Level	Introduction to Content Marketing	1	I, T	Content Marketing Planning, Execution and Measurement	1	I, T	Content Marketing ideation: How to generate	1	I, T
Topic	Weight	Level												
Introduction to Content Marketing	1	I, T												
Content Marketing Planning, Execution and Measurement	1	I, T												
Content Marketing ideation: How to generate	1	I, T												

	and manage creative concepts		
	Value Creation Through Digital Content: Informative Value	1	I, T, U
	Value Creation Through Digital Content: Entertainment Value	1	I, T
	Value Creation Through Digital Content: Social Value	1	I, T
	Value Creation Through Digital Content: User Co-creation Value	1	I, T
	Digital Content and Social Media Influencers	1	I, T
	Content Curation: Best Practices and Techniques	1	I, T, U
	Content Marketing and Sponsorship	1	I, T, U
	The Dark Side of Content Marketing	1	T, U
Examination forms	Short questions; essay		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	Main textbook: [1] Krowinska, A., Backhaus, C., Becker, B., & Bosser, F. (2023). Digital Content Marketing: Creating Value in Practice. Taylor & Francis.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO								
CLO	1	2	3	4	5	6			
1				M					
2				R					
3				R					

4					M	R			

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	Reading	CLO	Learning activities	Sources
1	Introduction to Content Marketing	Chapter 1	1, 2, 3, 4	Course introduction, Lecture, Discussion	Kitchen, P. J., & Tourky, M. E. (2022)
2	Content Marketing Planning, Execution and Measurement	Chapter 2		Lecture, Discussion, Case Analysis	
3	Content Marketing ideation: How to generate and manage creative concepts	Chapter 3		Lecture, Discussion	
4	Value Creation Through Digital Content: Informative Value	Chapter 4		Lecture, Discussion	
5	Value Creation Through Digital Content: Entertainment Value	Chapter 5		Lecture, Discussion	
6	Value Creation Through Digital Content: Social Value	Chapter 6		Lecture, Discussion	
7	Value Creation Through Digital Content: User Co-creation Value	Chapter 7		Lecture, Discussion	
8	Digital Content and Social Media Influencers	Chapter 8		Lecture, Discussion	
	<i>Midterm exam</i>				

Week	Topic	Reading	CLO	Learning activities	Sources
9	Content Curation: Best Practices and Techniques	Chapter 9		Lecture, Discussion	
10	Content Marketing and Sponsorship	Chapter 10		Lecture, Discussion	
11	The Dark Side of Content Marketing	Chapter 11		Lecture, Discussion	
12	Contemporary and Emerging Content Marketing Trends	Chapter 12		Lecture, Discussion	
13	Case studies			Lecture, Discussion, Presentation	
14	Group work			Discussion, Presentation	
15	Review for Final Exam			Discussion, Presentation	
	<i>Final exam</i>				

4. Assessment plan

Assessment Type	Weight	CLO1	CLO2	CLO3	CLO4
Attendance, class participation, group presentation, group assignments, individual assignments	30%	70% Pass	70% Pass	70% Pass	70% Pass
Midterm exam	30%	70% Pass	70% Pass	70% Pass	70% Pass
Final exam	40%	70% Pass	70% Pass	70% Pass	70% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

	Levels of quality			
Criteria	Inadequate (0 – 39)	Adequate (40 – 69)	Good (70 – 84)	Excellent (85 – 100)
Ability to identify and explain ethical issues and/or affected stakeholders (30%)	Central ethical issues/involved stakeholders are not defined appropriately. Misunderstanding of issues related to the question.	Central ethical issues/some involved stakeholders are identified but not clearly explained.	Central ethical issues/various involved stakeholders are identified and explained clearly.	Central ethical issues/all potential involved stakeholders are identified and explained completely.
Application of ethical principles (30%)	Missing or inappropriate use of ethical principles or ethical concepts.	Some relevant ethical principles are employed, which link to the question. But the discussion does not demonstrate multiple perspectives of a particular ethical principle when applied in a case.	Some relevant ethical principles are employed, which link to the question. The discussion demonstrates multiple perspectives of a particular ethical principle when applied in a case.	All relevant ethical principles are employed. All aspects of ethical principles are explicitly completely articulated.

Proposals for ethical issues and sustainability (30%)	An incomplete analysis; possible solutions are not explored fully. Analysis was not carried out sufficiently and is fundamentally flawed. Solutions are illogical.	Acceptable actions are stated but may not be clear or complete. Solutions and ethical analysis are logical but still be superficial at some level.	Possible solutions are explored and articulated clearly. Solutions and ethical analysis are logical and clearly presented.	Possible and creative actions that stay within acceptable ethical boundaries have been presented in detail. Solutions and ethical analysis are articulated at a level that demonstrate extensive reflection and insight.
Presentation of ideas (coherent organization/structure in oral and/or written form, grammar, punctuation, word-use effectiveness) (10%)	Carelessly focus on presenting information, organization is not logical, many spelling and grammar mistakes.	Organization is sometimes not logical or not coherent. May contain a few spelling and grammar mistakes.	Presentation of ideas is clear, coherent, and logical. Rarely found spelling or grammar mistakes.	Presentation of ideas is extremely clear, coherent, and logical. There is almost no spelling or grammar mistakes while the word use is fluent and effective.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF BUSINESS

A handwritten signature in blue ink, appearing to read 'H. Minh Tri', is positioned above the printed name.

A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: AI in Marketing

Course Code: BA291IU

1. General information

Course name	- <i>(in English) Artificial Intelligence in Marketing</i> - <i>(in Vietnamese) Ứng dụng AI trong Marketing</i>
Course designation	This course dives deep into the integration of artificial intelligence (AI) within the marketing field, exploring its transformative effects on strategies, operations, and customer engagement. Students will gain a robust understanding of AI fundamentals, applications in marketing, and ethical considerations, enriched with practical exercises and case studies.
Course type	<i>Specialized Knowledge</i>
Semester(s) in which the course is taught	1,3
Person responsible for the course	N/A
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Case studies, Group Discussions
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 Contact hours: 34 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 86 (reading, research, working on group assignments)
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)
Number of periods	Theory: 3 Practice: 0
Required and	- Prerequisites: BA003IU-Principles of Marketing; BA080IU- Statistics for

recommended prerequisites for joining the course	business - Corequisites: BA161IU- Business Research Methods - Previous course:		
Course objectives	To understand AI's foundational concepts and its impact on marketing. To critically analyze and apply AI technologies in marketing strategies. To assess the ethical implications and privacy concerns of AI in marketing. To develop strategic and innovative approaches to leverage AI for marketing success.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Understand the theories, concepts, approaches, and models of AI in Marketing	
	Skill	CLO2: Apply the theories, concepts, approaches and models of Artificial Intelligence in Marketing	
	Attitude	CLO3: Follow the ethical standards in Artificial Intelligence in Marketing	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to AI	3	I; T
	The Role of AI in Marketing	3	I; T
	Types of AI Used in Marketing	3	I; T
	Research in AI and Marketing	3	I; T
	AI Applications Framework in Marketing	3	I; T
	AI-powered Products and Innovation AI-driven Services	3	T;U
	AI in Operations and Supply Chain	3	T;U
	AI for Market Intelligence	3	I; T
	Customer Relationship Management with AI	3	T; U
	Ethics and AI in Marketing	3	T;U
	Data Privacy Concerns with AI	3	I; T
	Addressing AI and Privacy Solutions	3	T;U
	Strategic Planning with AI in Marketing	3	T; U

	The Future of AI in Marketing and Course Wrap-Up	3	T;U
Examination forms	Short-answer questions; MCQs; Case analysis; Project Presentation		
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.		
Reading list	Artificial Intelligence for Marketing Management by Thaichon, Sara Quach (Routledge Pub., 2022), ISBN: 9781032248486		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO						
CLO	1	2	3	4	5	6	7
1		2	4	3		3	
2		3	4	3		2	
3		2	3	3	2	2	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CL O	Learning activities	Assessments	Resources
1	Introduction to AI	1	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project	Readings:

				Presentation	
2	Types of AI Used in Marketing	2	Lecture; discussion; studies	Group Case	Readings: 1. "Data Visualization: How To Tell A Story With Data," Forbes (2018) 2. "How Do You Tell A Story With Data Visualization?", Forbes (2019) Short-answer questions; MCQs; Case analysis; Project Presentation
3	Research in AI and Marketing	3	Lecture; discussion; studies	Group Case	Readings: 1. BD – Chapter 6 (optional) 2. "How Companies Learn Your Secrets," New York Times Mag. (2012) Short-answer questions; MCQs; Case analysis; Project Presentation
4	AI Applications Framework in Marketing	1	Lecture; discussion;	Group	Short-answer questions; MCQs; Case analysis; Project Presentation Readings: BD – Chapter 12 (optional)
5	PART II: AI Technologies and Applications in	2	Lecture; discussion; studies	Group Case	Assignment: Data visualization Readings: BD – Chapter 12 (optional) GUEST

	Marketing Week 6: AI- powered Products and Innovation				SPEAKER
6	AI-driven Services	3	Lecture; Group discussion; Case studies; Workshop	Assignment: Data visualization	Readings: BD – Chapter 12 (optional) GUEST SPEAKER
7	AI in Operations and Supply Chain	1	Lecture; Group discussion;	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: BD – Chapter 7 (optional)
8	AI for Market Intelligence	2	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: BD – Chapter 7 (optional)
9	Customer Relationship Management with AI	2	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: BD – Chapter 7 (optional)
10	PART III: Ethical, Privacy, and Future Considerations Ethics and AI	2	Lecture; Group discussion; Workshop	Short-answer questions; MCQs; Case analysis; Project Presentation	BD – Chapter 14 (optional)

	in Marketing				
11	Data Privacy Concerns with AI	3	Lecture; Group discussion; Case studies; Workshop	Short-answer questions; MCQs; Case analysis; Project Presentation	BD – Chapter 15 (optional) GUEST SPEAKER
12	Addressing AI and Privacy Solutions	4	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: BD – Chapter 10 (optional)
13	PART IV: Integrating AI in Marketing Strategies Week 14: Strategic Planning with AI in Marketing Week 15: The Future of AI in Marketing and Course Wrap-Up	2	Lecture; Group discussion; Case studies Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation Short-answer questions; MCQs; Case analysis; Project Presentation	

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Short-answer questions	x			x
MCQs	x			x

Case analysis		x	x	
Project presentation		x	x	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organization and clarification	No evidence of organization and coherence	Does not organize ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic

Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly

Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF BUSINESS



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: Digital Marketing

Course Code: BA148IU

1. General information

Course name	- <i>(in English) Digital Marketing</i> - <i>(in Vietnamese) Marketing Số</i>
Course designation	This course introduces both theoretical foundations and practical applications in the discipline of Digital Content Marketing (DCM). Students will explore how organizations create, deliver, and measure valuable content to engage audiences, build brand equity, and drive sustainable customer relationships. Through case studies and hands-on projects, students will gain skills in ideation, curation, strategic planning, and content value creation
Course type	<i>Specialized Knowledge</i>
Semester(s) in which the course is taught	2,3
Person responsible for the course	N/A
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, presentation, discussion, case study
Workload (incl. contact hours, self-study hours)	Total workload: 135 hours (estimated) Teaching hours (including lectures, in-class discussions, assignments, quizzes, and presentations): 45 Self-study (including take-home assignments, individual or teamwork after class hours, and preparation for examinations): 90
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)
Number of	Theory: 3

periods	Practice: 0																	
Required and recommended prerequisites for joining the course	- Prerequisites: None - Corequisites: None - Previous Courses: BA003IU - Principles of Marketing;																	
Course objectives	The primary objective of this course is to equip students with both theoretical knowledge and practical skills in the field of Digital Content Marketing (DCM). By the end of the course, students will be able to: 1. Understand key concepts, models, and trends in digital content marketing and their role in integrated marketing communications (IMC). 2. Identify and evaluate various forms of digital content value—such as informative, entertainment, social, and co-created content—within a strategic marketing framework. 3. Develop and implement effective digital content marketing strategies, including ideation, planning, curation, and performance measurement. 4. Analyze the role of digital influencers, content platforms, and sponsorships in shaping consumer engagement and brand relationships. 5. Demonstrate ethical awareness and critically assess both the opportunities and potential risks (e.g., misinformation, manipulation) associated with digital content marketing. 6. Apply creative thinking and analytical tools to real-world case studies and develop content marketing plans aligned with organizational goals.																	
Course learning outcomes	Upon the successful completion of this course students will be able to: <table><tr><th>Competency level</th><th colspan="2">Course learning outcome (CLO)</th></tr><tr><td>Knowledge</td><td colspan="2">CLO1: Explain the core theories, concepts, and strategic frameworks of digital content marketing, including content value creation and digital consumer behavior.</td></tr><tr><td>Skill</td><td colspan="2">CLO2: Apply content marketing tools, platforms, and metrics to design and implement effective digital marketing strategies.</td></tr><tr><td>Attitude</td><td colspan="2">CLO3: Demonstrate ethical responsibility and critical awareness in digital content creation, curation, and dissemination.</td></tr></table>			Competency level	Course learning outcome (CLO)		Knowledge	CLO1: Explain the core theories, concepts, and strategic frameworks of digital content marketing, including content value creation and digital consumer behavior.		Skill	CLO2: Apply content marketing tools, platforms, and metrics to design and implement effective digital marketing strategies.		Attitude	CLO3: Demonstrate ethical responsibility and critical awareness in digital content creation, curation, and dissemination.				
Competency level	Course learning outcome (CLO)																	
Knowledge	CLO1: Explain the core theories, concepts, and strategic frameworks of digital content marketing, including content value creation and digital consumer behavior.																	
Skill	CLO2: Apply content marketing tools, platforms, and metrics to design and implement effective digital marketing strategies.																	
Attitude	CLO3: Demonstrate ethical responsibility and critical awareness in digital content creation, curation, and dissemination.																	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Introducing Internet marketing</td><td>1</td><td>I, T</td></tr><tr><td>The Internet micro-environment</td><td>1</td><td>I, T</td></tr><tr><td>The Internet macro-environment</td><td>1</td><td>I, T</td></tr><tr><td>Internet marketing strategy</td><td>1</td><td>I, T, U</td></tr></table>			Topic	Weight	Level	Introducing Internet marketing	1	I, T	The Internet micro-environment	1	I, T	The Internet macro-environment	1	I, T	Internet marketing strategy	1	I, T, U
Topic	Weight	Level																
Introducing Internet marketing	1	I, T																
The Internet micro-environment	1	I, T																
The Internet macro-environment	1	I, T																
Internet marketing strategy	1	I, T, U																

	The Internet and the marketing mix	1	I, T
	Relationship marketing using the Internet	1	I, T
	Delivering the online customer experience	1	I, T
	Campaign planning for digital media	1	I, T
	Marketing communications using digital media channels	1	I, T, U
	Evaluation and improvement of digital channel performance	1	I, T, U
	Business-to-consumer Internet marketing	1	T, U
Examination forms	Short questions; essay		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	Main textbook: [1] Dave Chaffey, Fiona Ellis-Chadwick and Kevin Johnston, 2009, Internet Marketing: Strategy, Implementation and Practice, 4/E, Prentice Hall, ISBN-10: 0273717405		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

PLO \ CLO	CLO1(Knowledge)	CLO2(Skill)	CLO3(Attitude)
PLO1: Apply foundational business knowledge	M – Explain DCM concepts and value frameworks	R – Use digital marketing tools and techniques	
PLO2: Analyze problems and develop solutions		M – Design marketing strategies and evaluate effectiveness	
PLO3: Communicate effectively in business context		M – Present content strategies professionally (oral/written)	R – Reflect on ethical communication in digital content
PLO4: Demonstrate ethical reasoning			M – Identify and analyze ethical issues in digital

			content marketing
PLO5: Engage in lifelong learning	R – Stay updated with trends and theory in digital content	R – Develop skills in using emerging tools and platforms	
PLO6: Collaborate in team settings		R – Work on group content planning and marketing cases	R – Show respect and responsibility during peer interaction and co-creation

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning Activities	Assessments	Resources
1	Introduction to Content Marketing	CLO1, CLO2, CLO3	Course orientation, lecture, guided discussion	Attendance, participation	Chaffey et al. (2009), slides
2	Content Marketing Planning, Execution and Measurement	CLO2	Lecture, discussion, case analysis	Group assignment	Chaffey et al. (2009), industry case reports
3	Content Ideation: Generating & Managing Creative Concepts	CLO2	Lecture, brainstorming workshop, peer critique	Idea pitch (group)	Chaffey et al. (2009), design thinking tools
4	Informative Value in Digital Content	CLO1, CLO2	Lecture, content critique activity	Reflection memo	Chaffey et al. (2009), curated blog/articles
5	Entertainment Value in Digital Content	CLO1, CLO2	Lecture, discussion, video content analysis	Participation	Video platforms, brand campaigns
6	Social Value in Digital Content	CLO1, CLO3	Lecture, guided discussion, ethical reflection	Short writing task	Social media examples, Chaffey et al. (2009)
7	User Co-creation Value	CLO2, CLO3	Lecture, interactive group simulation	Group presentation	User-generated content cases, platforms
8	Digital Influencers and Online Communities	CLO1, CLO2	Lecture, case analysis, influencer mapping	Midterm prep activity	Influencer casebooks, Instagram, YouTube data
–	Midterm Exam	CLO1, CLO2, CLO3	Written exam (essay & short answer)	Midterm exam	—
9	Content Curation: Best Practices and Techniques	CLO2	Lecture, in-class curation challenge	Individual task	Curation tools, blogs, newsletters
10	Sponsorship and Branded Content	CLO1, CLO2	Lecture, group discussion	Sponsorship map	Industry reports, Chaffey et al. (2009)
11	The Dark Side of Content Marketing	CLO3	Lecture, debate, ethical analysis	Group ethics debate	Ethical marketing

	(Misinformation, Ethics, Manipulation)				frameworks
12	Emerging Content Marketing Trends	CLO1, CLO2	Lecture, future-casting workshop	Trend report (individual)	Industry trend forecasts (HubSpot, Statista, etc.)
13	Case Studies in Digital Content Marketing	CLO1, CLO2, CLO3	Group presentation, instructor-led case debrief	Group case report	Multiple industry cases
14	Group Project Work-in-Progress	CLO2, CLO3	Project coaching, peer feedback, dry-run presentations	Group draft submission	Internal peer review rubric
15	Review for Final Exam	CLO1, CLO2, CLO3	Summary lecture, Q&A, practice quizzes	Participation, practice test	Review slides
–	Final Exam	CLO1, CLO2, CLO3	Comprehensive final (case-based essay)	Final exam	—

4. Assessment plan

Assessment Type	Weight	CLO1	CLO2	CLO3	Assessment Description
Class Participation & Attendance	10%	✓	✓	✓	Active involvement in discussions, group work, and peer evaluations; minimum 80% attendance required.
Group Assignment & Presentation	10%	✓	✓	✓	Group-based strategic digital content plan with in-class presentation and peer feedback.
Individual Assignment (Ethical Reflection Essay)	10%			✓	Reflective essay analyzing ethical dilemmas and stakeholder perspectives in digital content marketing.
Midterm Exam	30%	✓	✓	✓	Combination of short answers and essays evaluating knowledge and application of DCM principles.
Final Group Project (Content Marketing Strategy)	20%	✓	✓	✓	A comprehensive digital content marketing plan, including ideation, curation, performance metrics.
Final Exam (Case-based written exam)	20%	✓	✓	✓	Case analysis with open-ended questions requiring synthesis, critique, and strategic recommendations.

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	Weight	Inadequate (0–39)	Adequate (40–69)	Good (70–84)	Excellent (85–100)
Understanding of Digital Content Marketing	25%	Demonstrates little or no understanding of key concepts;	Identifies basic concepts but lacks depth or	Demonstrates clear understanding of concepts	Demonstrates comprehensive understanding and insightful

Concepts (CLO1)		major misunderstanding s or irrelevant information.	clarity in explanation.	with some depth and relevant examples.	application of key theories and frameworks.
Application of Tools & Strategy (CLO2)	25%	Fails to apply appropriate digital tools or strategic frameworks; plans are unstructured or unrealistic.	Applies basic tools and strategies with some logical flow but limited innovation or alignment with goals.	Applies appropriate tools strategically with logical structure and alignment to marketing goals.	Applies advanced tools creatively and strategically; shows strong integration of concepts with real-world relevance.
Ethical Awareness and Critical Thinking (CLO3)	25%	Lacks awareness of ethical issues; fails to identify stakeholders or ethical dilemmas.	Demonstrates limited ethical reasoning and stakeholder analysis.	Identifies ethical challenges and stakeholders clearly; applies ethical principles appropriately.	Thorough and nuanced ethical reasoning; proposes thoughtful, responsible solutions with strong stakeholder sensitivity.
Communication and Presentation (Oral/Written)	15%	Poor structure or clarity; frequent grammar, spelling, or formatting errors; weak delivery or coherence.	Some structure and clarity, though inconsistencies exist; some grammar and formatting issues.	Clear and organized communication ; minor errors in language use; effective structure and coherence.	Highly polished, professional, and engaging communication ; flawless language use and logical flow.
Creativity and Innovation in Content/Strategy Design	10%	Shows little creativity; ideas are generic or copied without adaptation to context.	Some originality in ideas or strategy; moderate creativity in execution.	Original and context-aware content; creative integration of multiple elements.	Highly creative and innovative ideas; outstanding execution and original thinking adapted to the brand or audience context.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF BUSINESS

A handwritten signature in blue ink, appearing to read 'H. Minh Tri', is positioned above the printed name.

A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: GIS FOR BUSINESS AND MARKETING

Course Code: BABA258IU

1. General information

Course name	- (in English) <i>GIS FOR BUSINESS AND MARKETING</i> - (in Vietnamese) <i>Hệ thống thông tin địa lý trong kinh doanh và tiếp thị</i>
Course designation	<i>This course will focus on the fundamentals of Geographic Information Systems (GIS) and their powerful applications in business decision-making and marketing strategies. Students will learn basic GIS concepts, tools, and techniques, and apply them to real-world business cases, such as market analysis, customer segmentation, site selection, and logistics optimization.</i>
Course type	☐ General knowledge ☐ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Phan Hiền Vũ
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, practice, project.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 140 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): lecture: 25, laboratory: 25 Private study including examination preparation, specified in hours: 90
Credit points	3 credits (2 theory and 1 practice)/5.09 ECTS (1 ECTS is equivalent to 27.5 hours)
Number of	Theory: 2

periods	Practice: 1		
Required and recommended prerequisites for joining the course	Students are expected to have a foundation in statistics (e.g., understanding of mean, correlation, and hypothesis testing), as well as basic data analysis or programming experience (such as working with Excel, Python, or R).		
Course objectives	This course provides a comprehensive introduction to Geographic Information Systems (GIS) and their applications in business and marketing. Students will gain foundational knowledge in geospatial data, spatial analysis, and map design, followed by hands-on experience with data modeling techniques such as regression and interpolation. Through practical case studies, students will learn to analyze customer behavior, optimize site locations, evaluate market potential, and support data-driven decision-making. The course emphasizes the ethical and professional responsibilities of engineers using geospatial technologies to support sustainable and inclusive business development.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1. Analyze the suitability of spatial models such as interpolation and regression for business and marketing decisions.	
	Skill	CLO2. Design thematic maps and geo-visualizations to communicate business insights effectively.	
	Attitude	CLO3. Show initiative and curiosity in applying GIS tools to real-world business challenges. CLO4. Show abilities of further self-learning and long-life learning.	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Chapter 1: Introduction to GIS and Business Applications	1	T
	Chapter 2: Geospatial Data and Coordinate Systems	1	T
	Chapter 3: Geospatial Data Management and SQL	1	U
	Chapter 4: Data Representation and Visualization	1	U
	Chapter 5: Map Design and Cartographic Principles	1	U
	Chapter 6: Spatial Operations for Business Applications	1	U
	Chapter 7: Recap and Mini Project	1	U
Chapter 8: Data Preprocessing and	1	U	

	Standardization		
	Chapter 9: Exploratory Data Analysis and Hypothesis Testing	1	U
	Chapter 10: Spatial Interpolation Techniques	1	U
	Chapter 11: Linear Regression for Business Analysis	1	U
	Chapter 12: Geographically Weighted Regression	1	U
	Chapter 13: Decision Support with Spatial Models	1	U
	Chapter 14: Final Integration Project	2	U
Examination forms	Practice exercises, Quizzes, Project report.		
Study and examination requirements	Attendance: A minimum attendance of 80 percent of total teaching hours is compulsory.		
Reading list	Textbook: [1] Paul A. Longley, Michael F. Goodchild, David J. Maguire, David W. Rhind. <i>Geographic Information Science and Systems</i> , 4th Edition, Wiley, 2015. Reference: [2] Pick, J.B. (2008). <i>Geo-Business: GIS in the Digital Organization</i> [3] ESRI e-learning materials and case studies (free online modules) Software: [4] QGIS		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	ILO									
CLO	1	2	3	4	5	6	7	8	9	10
1				x						
2					x					
3								x		
4									x	

ILO4. Develop applications using satellite-based positioning and remote sensing in the era of interdisciplinary science and technology

ILO5. Perform experiments, analyze data, interpret results, and make conclusions regarding to technical problems in satellite technology applications

ILO8. Show an understanding of the role and responsibility of an engineer in society

ILO9. Show abilities of further self-learning and lifelong learning

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Note: P: Practice exercise; Q: Quiz; Pro: Project

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Introduction to GIS and Business Applications • Lecture ○ What is GIS? Spatial thinking in business ○ GIS in retail, logistics, real estate, and marketing strategy • Practice ○ Explore GIS software: QGIS ○ Navigate and view layers (shapefiles, GeoTIFF, CSV)	1, 2	P1	Lecture, Q/A, Practice	Ch. 1 Ch. 2
2	Chapter 2: Geospatial Data and Coordinate Systems • Lecture ○ Spatial data types (vector, raster) and file formats ○ Coordinate systems, projections, georeferencing • Practice ○ Load and inspect shapefiles and raster layers ○ Reproject layers and match coordinate systems	1, 2	P2	Lecture, Q/A, Practice	Ch. 3 Ch. 4
3	Chapter 3: Geospatial Data Management and SQL • Lecture ○ Attribute data, relational tables, metadata ○ Basic spatial queries and attribute queries using SQL • Practice ○ Perform selection, filtering, join in QGIS using SQL ○ Simple spatial queries: “select all	1, 2	P3	Lecture, Q/A, Practice	Ch. 7 Ch. 10

	stores within X distance”				
4	Chapter 4: Data Representation and Visualization • Lecture ○ Symbolization, color theory, choropleth mapping ○ Visual variables (size, shape, color, transparency) • Practice ○ Style customer and sales data ○ Create classified maps (e.g., by revenue, region)	1, 2	P4	Lecture, Q/A, Practice	Ch. 9 Ch. 13
5	Chapter 5: Map Design and Cartographic Principles • Lecture ○ Map elements: legend, scale, north arrow, layout ○ Principles of effective map communication • Practice ○ Design business maps for presentations ○ Export maps for reports	1, 2	P5	Lecture, Q/A, Practice	Ch. 9 Ch. 13
6	Chapter 6: Spatial Operations for Business Applications • Lecture ○ Buffering, overlays, spatial joins in business contexts • Practice ○ Define trade areas, customer zones, and buffer analysis ○ Join customer data to store locations	1, 2	P6	Lecture, Q/A, Practice	Ch. 8 Ch. 11
7	Chapter 7: Recap and Mini Project • Lecture ○ Review key GIS concepts with business examples • Practice ○ Practice quiz or lab project: "Visualize and analyze market potential in a district"	1-4	P7 Q1	Lecture, Q/A, Practice	Review Chapters 1–11
8	Chapter 8: Data Preprocessing	1, 2	P8	Lecture,	Ch. 6

	and Standardization • Lecture ○ Handling missing data, normalization, Z-score, min-max scaling • Practice ○ Clean and standardize demographic or sales data for spatial modeling			Q/A, Practice	Ch. 7
9	Chapter 9: Exploratory Data Analysis and Hypothesis Testing • Lecture ○ Descriptive statistics, correlation, basic inferential tests ○ t-test, chi-square for spatial business data • Practice ○ Use statistical tools in GIS or Excel to test marketing hypotheses ○ Example: Are high-income areas correlated with high sales?	1, 2	P9	Lecture, Q/A, Practice	Ch. 12
10	Chapter 10: Spatial Interpolation Techniques • Lecture ○ Concept of interpolation in business geography ○ IDW, Kriging basics, application to customer density • Practice ○ Create heatmaps of potential customer density using interpolation	1, 2	P10	Lecture, Q/A, Practice	Ch. 11
11	Chapter 11: Linear Regression for Business Analysis • Lecture ○ Simple and multiple linear regression: theory and business use cases • Practice ○ Model sales as a function of income, distance, population using regression tools	1, 2	P11	Lecture, Q/A, Practice	Ch. 12

12	Chapter 12: Geographically Weighted Regression (GWR) • Lecture ○ Introduction to GWR ○ When to use GWR vs global regression • Practice ○ Run GWR on spatial data: model local variations in customer behavior	1, 2	P12	Lecture, Q/A, Practice	Ch. 12 and GWR literature (e.g., Fotheringham et al., 2003)
13	Chapter 13: Decision Support with Spatial Models • Lecture ○ Site selection, retail network optimization, spatial scoring models • Practice ○ Build a suitability model using weighted overlay and constraints	1, 2	P13	Lecture, Q/A, Practice	Ch. 14 Ch. 15
14-15	Chapter 14: Final Integration Project • Lecture ○ Guidelines for final project: Data integration, analysis, map storytelling • Practice ○ Students work on projects: e.g., site selection, customer clustering, marketing zones	1-4	Q2 Project	Lecture, Q/A, Practice	Ch. 15

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Attendance (10%)				
Practice exercise (30%)	P1-P13 70%Pass	P1-P13 70%Pass		
Quizzes (20%)			Q1, Q2 70%Pass	Q1, Q2 70%Pass
Final project report (40%)	Pro 70%Pass	Pro 70%Pass	Pro 70%Pass	Pro 70%Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	Excellent (A) – 90–100	Good (B) – 75–89	Satisfactory (C) – 60–74	Needs Improvement (D/F) – <60
1. Spatial Model Analysis (CLO1)	Demonstrates deep understanding and critical evaluation of spatial models; selects and applies appropriate techniques for business context.	Demonstrates solid understanding of spatial models and their business relevance. Minor gaps in analysis depth.	Applies spatial models with basic understanding. Some mismatches in context.	Poor understanding or misapplication of spatial techniques; lacks relevance or clarity.
2. Thematic Mapping & Visualization (CLO2)	Maps are clear, well-designed, and insightful. Visualization choices enhance business interpretation and decision-making.	Good map quality with appropriate visual choices. Some improvements in clarity or labeling needed.	Maps are functional but may lack clarity or precision. Visual storytelling is basic.	Maps are unclear, misleading, or poorly executed. Critical cartographic principles are missing.
3. Initiative and Curiosity (CLO3)	Actively seeks new GIS applications in business; goes beyond expectations with original insights or added data layers.	Demonstrates curiosity with effort to explore new features or cases. May need more refinement.	Shows interest but follows expected boundaries. Limited independent exploration.	Passive or minimal engagement; heavily reliant on examples or guidance without critical application.
4. Self-Learning Ability (CLO4)	Demonstrates proactive learning; integrates external resources (tutorials, case studies, e-learning). Applies them effectively.	Good self-learning; uses provided materials effectively and shows some independent exploration.	Completes tasks using provided resources. Limited evidence of further learning.	Little to no effort in self-learning; does not utilize available materials effectively.
5. Project Execution &	Project is professionally	Good project structure and	Project is basic; uneven	Poor project planning or lack

Teamwork (<i>if group work is used</i>)	executed, well-structured, and all members contribute effectively.	group participation. Minor coordination issues.	contribution or organizational issues.	of teamwork; uncoordinated or incomplete submission.
6. Communication and Presentation (<i>written or oral</i>)	Ideas are communicated clearly with compelling business implications. Visuals and reports are professional.	Clear communication with solid structure; minor lapses in flow or formatting.	Basic communication; may lack clarity, coherence, or polish.	Poor communication; difficult to follow, lacking structure or professionalism.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF SCHOOL



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: Digital Business

Course Code: BA292IU

1. General information

Course name	- <i>(in English) Digital Business</i> - <i>(in Vietnamese) Kinh doanh trong thời đại số.</i>
Course designation	The emergence of the digital economy has unlocked new opportunities for businesses, while simultaneously creating new modes of competition in both ‘traditional’ and new sectors of the economy. Many organizations are becoming increasingly more ‘digital’, to capture value from new innovations, by cutting costs, enhancing performance, and delivering new services. Identifying multiple technologies which can be integrated within businesses, coupled to the development of new digital strategies is central to corporate success, although this can often be a complex task. Managers need to be able to appreciate the capabilities of digital technologies, but also the organizational context in which they will be embedded. This module provides insight into the emergence of digital business, key concepts, technologies, and strategic organization. Students will develop a strategic plan for a ‘traditional’ business which could adopt digital technologies and strategies and will present the plan as a business pitch. This module will be of particular interest to students planning on working in digital businesses or working in management consultancies.
Course type	<i>Specialized Knowledge</i>
Semester(s) in which the course is taught	1,3
Person responsible for the course	N/A
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Case studies, Group Discussions
Workload (incl. contact hours, self-study)	(Estimated) Total workload: 146 Contact hours: 60 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes)

hours)	Expected self-study hours: 86 (reading, research, working on group assignments)																	
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)																	
Number of periods	Theory: 3 Practice: 0																	
Required and recommended prerequisites for joining the course	- Prerequisites: BA003IU-Principles of Marketing; BA080IU- Statistics for business - Corequisites: BA161IU- Business Research Methods - Previous course: None required																	
Course objectives	To understand the development of competitive advantage through technology. To understand how digital technologies can be integrated within businesses in a variety of contexts. To synthesize, analyze, interpret, and evaluate information from a range of sources. To converse with key stakeholders about issues relevant to the development of digital strategies																	
Course learning outcomes	Upon the successful completion of this course students will be able to: <table><tr><th>Competency level</th><th colspan="2">Course learning outcome (CLO)</th></tr><tr><td>Knowledge</td><td colspan="2">CLO1: Understand the theories, concepts, approaches, and models of digital business</td></tr><tr><td>Skill</td><td colspan="2">CLO2: Apply the theories, concepts, approaches, and models of Digital Business</td></tr><tr><td>Attitude</td><td colspan="2">CLO3: Follow the ethical standards in Digital Business.</td></tr></table>			Competency level	Course learning outcome (CLO)		Knowledge	CLO1: Understand the theories, concepts, approaches, and models of digital business		Skill	CLO2: Apply the theories, concepts, approaches, and models of Digital Business		Attitude	CLO3: Follow the ethical standards in Digital Business.				
Competency level	Course learning outcome (CLO)																	
Knowledge	CLO1: Understand the theories, concepts, approaches, and models of digital business																	
Skill	CLO2: Apply the theories, concepts, approaches, and models of Digital Business																	
Attitude	CLO3: Follow the ethical standards in Digital Business.																	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Defining digital business</td><td>3</td><td>I; T</td></tr><tr><td>Adopting new digital technology in ‘new’ and ‘traditional’ industry sectors</td><td>3</td><td>I; T</td></tr><tr><td>Web applications: characteristics, development, and lifecycle</td><td>3</td><td>I; T</td></tr><tr><td>New trends & technologies (cloud computing, mobile</td><td>3</td><td>I; T</td></tr></table>			Topic	Weight	Level	Defining digital business	3	I; T	Adopting new digital technology in ‘new’ and ‘traditional’ industry sectors	3	I; T	Web applications: characteristics, development, and lifecycle	3	I; T	New trends & technologies (cloud computing, mobile	3	I; T
Topic	Weight	Level																
Defining digital business	3	I; T																
Adopting new digital technology in ‘new’ and ‘traditional’ industry sectors	3	I; T																
Web applications: characteristics, development, and lifecycle	3	I; T																
New trends & technologies (cloud computing, mobile	3	I; T																

	and tablet apps, etc.)		
	Embedding new technology in organizations	3	I; T
	Communities of practice, diverse venture teams and socio-technical systems needed to create successful digital models	3	T;U
	The creation and development of a digital transformation plan	3	T;U
Examination forms	Short-answer questions; MCQs; Case analysis; Project Presentation		
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.		
Reading list	Main textbook: [1] Chaffey, D., Hemphill, T. and Edmundson-Bird, D. (2019). Digital Business and E-Commerce Management. Pearson Education Ltd.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO						
CLO	1	2	3	4	5	6	7
1		2	4	3		3	
2		3	4	3		2	
3		2	3	3	2	2	
4		2	2	2	2	2	2

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources

1	Defining digital business	1	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: Chaffey, D., Hemphill, T. and Edmundson-Bird, D. (2019)
2	Adopting new digital technology in 'new' and 'traditional' industry sectors	1	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: Chaffey, D., Hemphill, T. and Edmundson-Bird, D. (2019)
3	Web applications: characteristics, development, and lifecycle	2	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: Chaffey, D., Hemphill, T. and Edmundson-Bird, D. (2019)
4	New trends & technologies (cloud computing, mobile and tablet apps, etc.)	3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: Chaffey, D., Hemphill, T. and Edmundson-Bird, D. (2019)
5	Embedding	1	Lecture; Group discussion; Case	Short-answer questions;	Readings: Chaffey, D.,

	new technology in organizations		studies	MCQs; Case analysis; Project Presentation	Hemphill, T. and Edmundson-Bird, D. (2019)
6	Mid-term Examination				
7	Developing competitive advantages through technology	3	Lecture; Group discussion; Case studies; Workshop	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: Chaffey, D., Hemphill, T. and Edmundson-Bird, D. (2019)
8	Communities of practice, diverse venture teams and socio-technical systems needed to create successful digital models		Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation Short-answer questions; MCQs; Case analysis; Project Presentation	
9	The creation and development of a digital transformation plan		Lecture; Group discussion; Case studies.	Short-answer questions; MCQs; Case analysis; Project Presentation Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: Chaffey, D., Hemphill, T. and Edmundson-Bird, D. (2019)

				Presentation	

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Short-answer questions	x			x
MCQs	x			x
Case analysis		x	x	
Project presentation		x	x	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY $\geq 90\%$
Organization and clarification	No evidence of organization and coherence	Does not organize ideas logically and with clarification. Limited evidence of coherence. Ideas lack consistence	Generally organized logically, with evidence of progression. Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads

				ed.	the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs.	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate.	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent

			Some possible problems with source citations	Quotations integrated well into paragraphs. Sources cited correctly	integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF BUSINESS



A. Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: INTEGRATED MARKETING COMMUNICATIONS

Course Code: BA293IU

1. General information

Course name	- <i>(in English) Integrated Marketing Communications</i> - <i>(in Vietnamese) Truyền thông Marketing tích hợp</i>
Course designation	This course provides an advanced-level overview of marketing communications in general. IMC is predicated on the effective and integrated administration of media and other tools that can be utilized to convey marketing messages in pursuit of marketing, communications, and overarching organizational goals. The course centers on a strategic approach to marketing communications that emphasizes the optimal impact that can be achieved through the coordinated utilization of various marketing communication tools and the integration of messages. The unit is responsible for examining the development, choice, and implementation of cohesive marketing messages that an organization can utilize across its diverse marketing and communication channels. Students will benefit from possessing a comprehensive comprehension of the intricacies of IMC and its diverse facets, as it will enable them to make informed and impactful decisions regarding marketing and general business operations.
Course type	<i>Specialized Knowledge</i>
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr Nguyen The Man
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, presentation, discussion
Workload (incl. contact hours, self-study hours)	Total workload: 150 hours (estimated) Teaching hours (including lectures, in-class discussions, assignments, quizzes, and presentations): 60 Self-study (including take-home assignments, individual or teamwork after class

	hours, and preparation for examinations): 90		
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)		
Number of periods	Theory: 3 Practice: 0		
Required and recommended prerequisites for joining the course	None		
Course objectives	The aim of the course is to communicate theoretical and practical insights and developments in the fields of Integrated Marketing Communications. Students learn the characteristics of IMCs. They become acquainted with the theoretical basis of IMCs: Theories of Marketing Communications, stakeholders, and Consumer Behaviors; as well as with theories and practices on the implementation of IMCs.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1. Analyze Marketing Communications and Integrated Marketing Communications in oral form CLO2. Recognize contemporary issues that arise in IMCs situations in written form	
	Skill	CLO3. Employ various IMCs theories and concepts to interpret actions taken in the field of IMCs	
	Attitude	CLO4. Propose appropriate behaviors and solutions in the context of IMCs.	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Communicating Globally: An Integrated Marketing Approach	1	I, T, U
	The Global Marketplace Considerations	1	I, T
	The Functionalities of Marketing Communications	1	I, T
The Understanding of Integrated	1	I, T, U	

	Communications or Integrated Marketing Communications		
	Developing Integrated Global Marketing Communication Programs	1	I, T
	Implementing the IGMC Strategy	1	I, T
	Creative Execution: Gaining and Retaining Customers and Influencing Stakeholders	1	I, T
	IGMC Drivers and Agency Interaction	1	I, T
	The Way Forward: Overcoming Barriers with IGMC Solutions	1	I, T, U
	ROCI Investment and Measurement Process: A Worked Example	1	I, T
	Transitioning in the Marketplaces and Marketspaces of 2020 and Beyond	1	T, U
Examination forms	Short questions; essay		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	Main textbook: [1] Kitchen, P. J., & Tourky, M. E. (2022). Integrated Marketing Communications: A Global Brand-Driven Approach. Springer Nature.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO						
CLO	1	2	3	4	5	6	
1				M			
2				R			
3				R			

4					M	R	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	Reading	CLO	Learning activities	Sources
1	Introduction to Communicating Globally: An Integrated Marketing Approach	Chapter 1	1, 2, 3, 4	Course introduction, Lecture, Discussion	Kitchen, P. J., & Tourky, M. E. (2022)
2	Transitioning in the Marketplaces and Marketspaces of 2020 and Beyond	Chapter 2		Lecture, Discussion, Case Analysis	
3	The Global Marketplace Considerations	Chapter 3		Lecture, Discussion	
4	How Marketing Communications works	Chapter 4		Lecture, Discussion	
5	Integrated Communications or Integrated Marketing Communications	Chapter 5		Lecture, Discussion	
6	Developing Integrated Global Marketing Communication Programs	Chapter 6		Lecture, Discussion	
7	Implementing the IGMC Strategy	Chapter 7		Lecture, Discussion	
8	Creative Execution: Gaining and Retaining Customers and Influencing Stakeholders	Chapter 8		Lecture, Discussion	
	Midterm exam				
9	IGMC Drivers and Agency Interaction	Chapter 9		Lecture, Discussion	
10	Investments and Measurements: The	Chapter 10		Lecture,	

Week	Topic	Reading	CLO	Learning activities	Sources
	Quest for the Holy Grail			Discussion	
11	The Way Forward: Overcoming Barriers with IGMC Solutions	Chapter 11		Lecture, Discussion	
12	Case studies	Chapter 12		Lecture, Discussion	
13	ROCI Investment and Measurement Process: A Worked Example	Chapter 13		Lecture, Discussion, Presentation	
14	Group work			Discussion, Presentation	
15	Review for Final Exam			Discussion, Presentation	
	<i>Final exam</i>				

4. Assessment plan

Assessment Type	Weight	CLO1	CLO2	CLO3	CLO4
Attendance, class participation, group presentation, group assignments, individual assignments	30%	70% Pass	70% Pass	70% Pass	70% Pass
Midterm exam	30%	70% Pass	70% Pass	70% Pass	70% Pass
Final exam	40%	70% Pass	70% Pass	70% Pass	70% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

	Levels of quality			
Criteria	Inadequate (0 – 39)	Adequate (40 – 69)	Good (70 – 84)	Excellent (85 – 100)
Ability to identify and	Central ethical	Central	Central	Central

explain ethical issues and/or affected stakeholders (30%)	issues/involved stakeholders are not defined appropriately. Misunderstanding of issues related to the question.	ethical issues/some involved stakeholders are identified but not clearly explained.	ethical issues/ various involved stakeholders are identified and explained clearly.	ethical issues/all potential involved stakeholders are identified and explained completely.
Application of ethical principles (30%)	Missing or inappropriate use of ethical principles or ethical concepts.	Some relevant ethical principles are employed, which link to the question. But the discussion does not demonstrate multiple perspectives of a particular ethical principle when applied in a case.	Some relevant ethical principles are employed, which link to the question. The discussion demonstrates multiple perspectives of a particular ethical principle when applied in a case.	All relevant ethical principles are employed. All aspects of ethical principles are explicitly completely articulated.
Proposals for ethical issues and sustainability (30%)	An incomplete analysis; possible solutions are not	Acceptable actions are stated but	Possible solutions are explored and	Possible and creative actions that

	explored fully. Analysis was not carried out sufficiently and is fundamentally flawed. Solutions are illogical.	may not be clear or complete. Solutions and ethical analysis are logical but still be superficial at some level.	articulated clearly. Solutions and ethical analysis are logical and clearly presented.	stay within acceptable ethical boundaries have been presented in detail. Solutions and ethical analysis are articulated at a level that demonstrate extensive reflection and insight.
Presentation of ideas (coherent organization/structure in oral and/or written form, grammar, punctuation, word-use effectiveness) (10%)	Carelessly focus on presenting information, organization is not logical, many spelling and grammar mistakes.	Organization is sometimes not logical or not coherent. May contain a few spelling and grammar mistakes.	Presentation of ideas is clear, coherent, and logical. Rarely found spelling or grammar mistakes.	Presentation of ideas is extremely clear, coherent, and logical. There is almost no spelling or grammar mistakes while the word use is fluent and effective.

6. **Date revised:**

7. **Course coordinator/Lecturer**

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF BUSINESS



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: WEBSITE MARKETING

Course Code: BA294IU

1. General information

Course name	- <i>(in English) Website Marketing</i> - <i>(in Vietnamese) Website Marketing</i>
Course designation	This course offers a comprehensive guide to effectively marketing a website. Covering essential concepts from creating a user-friendly website to harnessing various online marketing channels, students will learn the art and science of increasing their website's visibility and user engagement.
Course type	<i>Specialized Knowledge</i>
Semester(s) in which the course is taught	1,3
Person responsible for the course	N/A
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, Case studies, Group Discussions
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 150 Contact hours: 60 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 90 (reading, research, working on group assignments)
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS <i>(optional)</i>
Number of periods	Theory: 3 Practice: 0
Required and recommended	- Prerequisites: BA003IU-Principles of Marketing

prerequisites for joining the course	- Corequisites: None required - Previous course: None required		
Course objectives	- Understand the basics of internet marketing - Learn to create and manage a search-optimized website - Explore different strategies for promoting a website - Analyze website performance using tracking and analytics		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Understanding of Internet marketing and strategies for promote a website.	
	Skill	CLO2: Apply the concepts, theories and approaches to manage a search-optimised website.	
	Attitude	CLO3: Follow ethical issues in Internet marketing.	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to Internet Marketing	3	I; T
	Building the Foundation	3	T;U
	Developing Content and Keywords	3	T; U
	Domain and Web Pages	3	T;U
	Analyzing and Improving Performance	3	T
	Organic Marketing Strategies	3	T
	Paid Internet Marketing	3	T;U
	Social Media and Backlinks	3	I; T
	Additional Marketing Channels	3	T
Submissions and Mistakes	3	T;U	
Examination forms	Short-answer questions; MCQs; Case analysis; Group Project (<i>a comprehensive marketing plan for a website, utilizing the techniques learned throughout the course</i>)		
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged.		

	Students must gain more than 50/100 points overall to pass this course.
Reading list	Main textbook: [1] Website Marketing & Promotion by Adrian Andrews

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO						
CLO	1	2	3	4	5	6	
1		2	4	3		3	
2		2	4	3		3	
3		2	2	2	3		

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction to Internet Marketing	1;2;3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: - The concept of Internet Marketing - Overview of Website Marketing & Promotion
2	Building the Foundation	1;2;3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: - Copyright, Legal Notice, and Disclaimer - Introduction to Creating a

					Successful Online Business - Understanding Search Friendly Website Design
3	Developing Content and Keywords	1;2;3	Lecture; discussion; studies	Group Case	Short-answer questions; MCQs; Case analysis; Project Presentation Readings: - The importance of Keyword Research - Tools and strategies for choosing the right keywords
4	Domain and Web Pages	1;2;3	Lecture; discussion; studies	Group Case	Short-answer questions; MCQs; Case analysis; Project Presentation Readings: - Choosing a Domain Name - Creating and Planning Your Web Pages
5	Analyzing and Improving Performance	1;2;3	Lecture; discussion;	Group	Short-answer questions; MCQs; Case analysis; Project Presentation Readings: - Introduction to Website Tracking & Analytics - Understanding and analyzing website data
6	Organic Marketing Strategies	1;2;3	Lecture; discussion; studies	Group Case	Assignment: Data visualization Readings: - Leveraging Free Internet

					Marketing techniques - Generating Organic Search Engine Traffic
7	Paid Internet Marketing	1;2;3	Lecture; discussion; studies	Group Case Assignment: Data visualization	Readings: - Exploring Paid Search Engine Listings - The role and effectiveness of Banner Advertising
8	Social Media and Backlinks	1;2;3	Lecture; discussion;	Group Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: - Utilizing Social Network Shares - Building Natural Website Backlinks
9	Additional Marketing Channels	1;2;3		Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: - Listing on Web Directory Sites - Real World Promotion techniques
10	Submissions and Mistakes	1;2;3	Lecture; discussion; studies	Group Case Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: - How to Submit a Website URL - Common URL Submission Mistakes and

					how to avoid them - Overview of URL Submission Sites
11	Group Project Presentation	1;2; 3	Oral presentation		
12	Group Project Presentation	1;2; 3	Oral presentation		
13	Group Project Presentation	1;2; 3	Oral presentation		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Short-answer questions	x	x	x
MCQs	x	x	x
Case analysis	x	x	x
Project presentation (<i>Comprehensive Website Marketing Plan</i>)	x	x	x

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLAR Y ≥ 90%

Organisati on and clarificatio n	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdevelop ed.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments.	Shows little attempt to offer support for key claims	Shows argument of poor quality. Weak, undeveloped	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound

	Fails to support analysis	or to relate evidence to analysis. Reasons offered are irrelevant.	reasons are offered to support key claims		arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF BUSINESS



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: MARKETING INTELLIGENCE

Course Code: BA295IU

1. General information

Course name	- <i>(in English) Marketing Intelligence</i> - <i>(in Vietnamese) Tình báo Marketing</i>
Course designation	Marketing Intelligence is an advanced, comprehensive market research course predicated on the idea that to understand customer attitudes, sentiments, behavior, and culture fully, both qualitative and quantitative research are necessary. The course covers how strategic business planning, brand-building insights, and sound marketing decision making are best served by applying an array of behavioral, social, and mathematical sciences and using them complementarily. Students learn how to select and execute the right research to obtain customer intelligence, make sense of it, and apply it to marketing problems. Among the questions Marketing Intelligence addresses are those marketers need to answer whether they are leading a small start-up or serving as a manager in a large corporation: How do I begin to understand the market for my product? How can I segment my customers? How do I know if customers need or want my product? How do I develop/modify my product and how can market research inform its design and improve the user's experience (UX)? What are the best ways to position my product in the marketplace? How do I generate insights for advertising and evaluate reactions to my messages? How do I price my product? How many can I sell? What ethical considerations emanate from qualitative and quantitative market research?
Course type	<i>Specialized Knowledge</i>
Semester(s) in which the course is taught	1,4
Person responsible for the course	N/A
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture; Group Discussions; project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 150 Contact hours: 60 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 90 (reading, research, working on group assignments)	
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)	
Number of periods	Theory: 3 Practice: 0	
Required and recommended prerequisites for joining the course	- Prerequisites: BA003IU-Principles of Marketing; BA161IU-Business Research Methods - Corequisites: BA035IU-Marketing Research - Previous course: None required	
Course objectives	- Understand how marketing insights enhance decision-making by converting data into insights for decisions such as: segmentation, positioning, product development, promotion, advertising response, etc. - Introduce you to the most common market intelligence tools. - Learn to view marketing problems and processes in ways that will benefit from informed decision-making.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Understanding of theories, concepts and approaches of marketing intelligence tools to apply in decision making regarding segmentation, positioning, product development, promotion, advertising response
	Skill	CLO2: Apply these theories, concepts and approaches of marketing intelligence tools decision making on segmentation, positioning, product development, promotion, advertising response
	Attitude	CLO4: Follow ethical issues in data collection and analysis

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Course overview	3	I; T
	Problem definition & research design	3	T;U
	Using market research for designing marketing strategy	3	T; U
	Market definition: Statistical sampling	3	T;U
	Qualitative research for insight and segmentation: Focus Groups & In-depth Interviewing	3	T;U
	Segmenting customers: Cluster analysis	3	T;U
	Quantitative research for segmentation: Survey design	3	T;U
	Customer Journey Mapping	3	T;U
	Product Positioning: Consumer ethnography & Mixed qualitative approaches to positioning	3	T;U
	Factor Analysis	3	T;U
	Customer Journey Mapping presentations	3	T;U
	Regression analysis	3	T;U
	Design and UX Research: Consumer Anthropology-Duncan Hines	3	T;U
CRM Analytics: Logistic Regression	3	T;U	
Measuring willingness to pay for pricing decisions	3	T;U	
Examination forms	Short-answer questions; MCQs; Case analysis; Group Project on Omnichannel Strategy		
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.		

Reading list	Main textbook: [1] 1. Qualitative Consumer and Marketing Research. Russell W. Belk, Eileen Fischer and Robert Kozinets. Sage. 2012. (BFK) [2] 2. Marketing Research: An Applied Orientation. Naresh K. Malhotra and Satyabhusan Dash. Prentice Hall. Seventh Edition. 2018. (MD)

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO						
CLO	1	2	3	4	5	6	
1		2	3	4		3	
2		2	3	4		3	
3		2	2	2	3		

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Course Overview	1;2; 3	Lecture; case study; Group Assignment	Short-answer questions; MCQs; Case analysis; Project Presentation	Read: <u>Big Data and Talking to Humans</u> BFK, Chapters 1-2
2	Problem definition & research design	1;2; 3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Read: Backwards Marketing Research <u>Ethan Mollick: Superhuman: What can AI do in 30 minutes?</u>

					Optional Readings: Language Models for Automated Market Research Using ChatGPT for Market Research
3	- Market definition: Statistical sampling - Qualitative research for insight and segmentation: Focus Groups & In-depth Interviewing	1;2; 3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Read: MD, Chapters 11-12 BFK, Chapter 3 Optional Video: <u>Moderating focus groups (youtube.com)</u>
4	- Segmenting customers: Cluster analysis - Quantitative research for segmentation: Survey design	1;2; 3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Read: <u>MD, Chapter 10 & 20</u> How to Design a Product Survey (on Canvas)
5	Customer Journey Mapping	1;2; 3	Lecture; Group discussion; Case studies; <i>Field qualitative research after this class</i>	Short-answer questions; MCQs; Case analysis; Project Presentation	Read: https://tinyurl.com/2e3pm6uw https://tinyurl.com/2wsj9tyf

6	Product Positioning: Consumer ethnography & Mixed qualitative approaches to positioning	1;2; 3	Lecture; Group discussion;	Short-answer questions; MCQs; Case analysis; Project Presentation	Read: - BFK, Chapters 4-5 - MD, Chapter 21 (pp. 681-688) Optional Reading: <u>Inspiring Brand Positionings with Mixed Qualitative Methods: A Case of Pet Food | Journal of Business Anthropology (cbs.dk)</u>
7	- Factor Analysis - Regression analysis	1;2; 3	Lecture; Group discussion; Case studies	Continue qualitative research	Read: MD, Chapter 17 &19 Optional Video: <u>Factor Analysis with XLSTAT</u>
8	Customer Journey Mapping presentations	1;2; 3	Oral presentation		
9	Design and UX Research: Consumer Anthropology- Duncan Hines	1;2; 3	Lecture; Group discussion; Case studies	Field quantitative research survey	<u>Read:</u> <u>How to Ask Good UX Questions</u> MD, Chapter 19 Optional Reading: <u>Toward a Pedagogy for Consumer Anthropology: Method, Theory, Marketing</u>

10	CRM Analytics: Logistic Regression	1;2;3	Lecture; Group discussion; Case studies	<u>Submit qualitative research report</u>	Watch: <u>Growth Marketing: Best Practices for Getting and Keeping an Au... (facebook.com)</u>
11	Measuring willingness to pay for pricing decisions	1;2;3	Lecture; Group discussion; Case studies	<u>Submit quantitative research report</u>	Read: <u>Using Market Research to Assess Willingness to Pay for Pricing Decisions</u>
12	Group Project Presentation	1;2;3	Oral presentation		
13	Group Project Presentation	1;2;3	Oral presentation		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Short-answer questions	x	x	x
MCQs	x	x	x
Case analysis	x	x	x
Project presentation (<i>Group Project</i>)	x	x	x

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLAR Y ≥ 90%

Organisati on and clarificatio n	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdevelop ed.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct	Shows little attempt to offer support for key claims	Shows argument of poor quality. Weak, undeveloped	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable

	logical arguments. Fails to support analysis	or to relate evidence to analysis. Reasons offered are irrelevant.	reasons are offered to support key claims		and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF BUSINESS



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business**

COURSE SYLLABUS

Course Name: OMNICHANNEL RETAILING

Course Code: BA296IU

1. General information

Course name	- <i>(in English) Omnichannel Retailing</i> - <i>(in Vietnamese) Bán lẻ Đa kênh</i>
Course designation	An examination of the organizing principles and strategies applied by retailers that market goods and/or services using a omnichannel retail business model. Emphasis will be placed on retailers involved in integrating operations of two or more channels including store, online, and/or catalog retail channels
Course type	<i>Specialized Knowledge</i>
Semester(s) in which the course is taught	1,4
Person responsible for the course	N/A
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, Case studies, Group Discussions
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 Contact hours: 34 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 86 (reading, research, working on group assignments)
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)
Number of periods	Theory: 3 Practice: 0

Required and recommended prerequisites for joining the course	- Prerequisites: BA003IU-Principles of Marketing - Corequisites: None required - Previous course: None required									
Course objectives	- Develop familiarity with the major forms of omnichannel organizational structures and the benefits and challenges associated with adopting each omnichannel approach. - Differentiate among the strengths and limitations associated with each of the store and nonstore retail channels. - Understand the role played by interactive and online retail marketing in delivering omnichannel strategies via online and mobile channels. - Develop an understanding of the theories that can be used to explain omnichannel consumers’ search and purchasing behaviors across the retail channels. - Evaluate ways in which omnichannel retailers integrate branding, pricing, traditional promotional, social media marketing, email marketing, and fulfillment strategies across channels. - Understand the role played by customer relationship management in omnichannel strategy execution. - Develop an awareness of how integrating technologies into retailers’ operational strategies facilitates their ability to deliver omnichannel retailing. - Be familiar with the elements of an omnichannel retail service and fulfillment strategies; social and regulatory issues facing omnichannel retailers; and elements of an omnichannel retail supply chain strategy									
Course learning outcomes	Upon the successful completion of this course students will be able to: <table><tr><th>Competency level</th><th>Course learning outcome (CLO)</th></tr><tr><td>Knowledge</td><td>CLO1: Understanding of theories, concepts, strategy and model of Omnichanel retails</td></tr><tr><td>Skill</td><td>CLO2: Apply the theories, concepts, strategy and model of Omnichanel retails to develop Omnichanel strategies</td></tr><tr><td>Attitude</td><td>CLO4: Follow ethical issues in Omnichanel retailers</td></tr></table>		Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Understanding of theories, concepts, strategy and model of Omnichanel retails	Skill	CLO2: Apply the theories, concepts, strategy and model of Omnichanel retails to develop Omnichanel strategies	Attitude	CLO4: Follow ethical issues in Omnichanel retailers
Competency level	Course learning outcome (CLO)									
Knowledge	CLO1: Understanding of theories, concepts, strategy and model of Omnichanel retails									
Skill	CLO2: Apply the theories, concepts, strategy and model of Omnichanel retails to develop Omnichanel strategies									
Attitude	CLO4: Follow ethical issues in Omnichanel retailers									

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to Omnichannel Retailing	3	I; T
	Strengths and Limitations of Specific Retail Channels	3	T;U
	The Omnichannel Retailing Consumer	3	T; U
	Omnichannel Retail Strategies: Implementing Omnichannel Strategies and Cross-Channel Collaboration	3	T;U
	Technology Solutions and Omnichannel Retailing: Omnichannel Customer Service Delivery and Customer Privacy and Security	3	T;U
	Technology Solutions and Omnichannel Retailing: Synchronizing the Supply Chain	3	T;U
Examination forms	Short-answer questions; MCQs; Case analysis; Group Project on Omnichannel Strategy		
Study and examination requirements	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment. Discussions are strongly encouraged. Students must gain more than 50/100 points overall to pass this course.		
Reading list	Main textbook: [1] Poloian, Lynda Gamans (2009). Multichannel Retailing. New York: Fairchild Books. [2] Poloian, Lynda Gamans (2013). Retailing Principles: Global, Multichannel, and Managerial Viewpoints. New York: Bloomsbury Publishing, Inc. [3] Roberts, Mary Lou and Debra Zahay (2013). Internet Marketing: Integrating Online and Offline Strategies, Mason, OH: South-Western Cengage Learning.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

PLO							
CLO	1	2	3	4	5	6	7
1		2	4	3		3	
2		2	4	3		3	
3		2	2	2	3		3

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction to Omnichannel Retailing	1;2;3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: - Evolution and Economic Impact of Omnichannel - Retailing Contemporary Omnichannel Business Models - Trends Shaping the Development of Omnichannel Retailing
2	Strengths and Limitations of Specific Retail Channels	1;2;3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: - Physical Retail Channels - Direct Marketing and Direct Selling - Retail Channels Electronic Retailing Channels

3	The Omnichannel Retailing Consumer	1;2; 3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: - Major Theories that Explain Omnichannel Search and Purchase Behaviors - Omnichannel Consumer Segmentation Schemes - The Omnichannel Shopping Experience
4	Omnichannel Retail Strategies: Implementing Omnichannel Strategies and Cross-Channel Collaboration (Part 1)	1;2; 3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: - Implementing Integrated Strategies Among Channels: Benefits and Challenges - Technology Enablers of Omnichannel Strategies - Product, Price, Distribution/Fulfillment, Promotion, Social Media Marketing, and Email
5	Omnichannel Retail Strategies: Implementing Omnichannel Strategies and Cross-Channel	1;2; 3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: - Marketing with regard to Omnichannel - Retailing Customer Relationship Management

	Collaboration (Part 2)				
6	Technology Solutions and Omnichannel Retailing: Omnichannel Customer Service Delivery and Customer Privacy and Security	1;2; 3	Lecture; Group discussion;	Short-answer questions; MCQs; Case analysis; Project Presentation	Readings: Online and Mobile Communications Omnichannel Customer Service Delivery
7	Technology Solutions and Omnichannel Retailing: Synchronizing the Supply Chain	1;2; 3	Lecture; Group discussion; Case studies	Assignment: Data visualization	Readings: Social and Regulatory Issues Omnichannel Fulfillment and Supply Chain Challenges and Solutions
8	Guest Speaker	1;2; 3	Lecture; Group discussion; Case studies		
9	Group Project Presentation	1;2; 3	Oral presentation		
10	Group Project Presentation	1;2; 3	Oral presentation		
11	Group Project Presentation	1;2; 3	Oral presentation		
12	Course Review	1;2; 3	Lecture		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Short-answer questions	x	x	x
MCQs	x	x	x
Case analysis	x	x	x
Project presentation (Group Project on Omnichannel Strategy)	x	x	x

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY $\geq 90\%$
Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought

					regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Arguments are addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs.	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate.	Draws upon primary and secondary source information in useful and illuminating ways to support key points.

			Some possible problems with source citations	Quotations integrated well into paragraphs. Sources cited correctly	Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

Ho Chi Minh City, .../...../.....

DEAN OF SCHOOL OF BUSINESS



A/Prof. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: Influencer Marketing

Course Code: BA297IU

1. General information

Course name	- (in English) <i>Influencer Marketing</i> - (in Vietnamese) <i>Marketing qua người có tầm ảnh hưởng</i>
Course designation	<i>In the realm of social media, influencers have emerged as a powerful force, generating billions of dollars in revenue annually. This comprehensive course delves into the world of influencers, guiding you through the process of understanding their role, becoming one yourself, and harnessing the influence of others to establish a robust and profitable brand. The course equips you with the essential knowledge to effectively navigate the influencer landscape, encompassing topics such as:</i> - <i>Understanding the concept of influencers and their impact on social media marketing.</i> - <i>Implementing effective social media marketing campaigns by leveraging the power of influencers, including strategies for selecting the most suitable influencers to reach your target audience.</i> - <i>Exploring both organic and paid methods to cultivate your own social media influence and establish a strong online presence.</i> - <i>Mastering the art of analyzing the effectiveness of influencer marketing campaigns to ensure optimal outcomes.</i> - <i>Engaging in discussions on strategies for negotiating appropriate influencer contracts at various stages of reach, encompassing both micro-influencers (influencers with a moderate following) and national celebrities.</i> <i>By completing this comprehensive course, you will gain the necessary skills and insights to effectively utilize influencer marketing to achieve your business goals and build a thriving brand in the ever-evolving landscape of social media.</i>

Course type	☐ <i>General knowledge</i> ☐ <i>Fundamental</i> ☐ <i>Specialized knowledge</i> ☐ <i>Internship/Project/Thesis</i> ☒ <i>Others:</i>
Semester(s) in which the course is taught	Semester 1- The Fourth Year
Person responsible for the course	N/A
Language	English
Relation to curriculum	☐ Compulsory ☒ Elective
Teaching methods	Lecture; Group Discussions; project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 150 Contact hours: 60 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 90 (reading, research, working on group assignments)
Credit points	3 credits (Theory: 2 + Practice: 1) ECTS (<i>optional</i>)
Number of periods	Theory: 30 Practice: 30
Required and recommended prerequisites for joining the course	- Prerequisites: BA003IU-Principles of Marketing; BA161IU-Business Research Methods - Corequisites: BA035IU-Marketing Research - Previous course (Course code – Course name)
Course objectives	- Understanding the concept of influencers and their impact on social media marketing. - Implementing effective social media marketing campaigns by leveraging the power of influencers, including strategies for selecting the most suitable influencers to reach your target audience. - Exploring both organic and paid methods to cultivate your own social media influence and establish a strong online presence. - Mastering the art of analyzing the effectiveness of influencer marketing campaigns to ensure optimal outcomes. - Engaging in discussions on strategies for negotiating appropriate influencer contracts at various stages of reach, encompassing both micro-influencers (influencers with a moderate following) and national celebrities.

Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Understanding of theories, concepts and approaches of influencer marketing to apply in decision making regarding segmentation, positioning, product development, promotion, advertising response	
	Skill	CLO2:Apply these theories, concepts and approaches of influencer marketing in decision making on segmentation, positioning, product development, promotion, advertising response	
	Attitude	CLO3: Follow ethical issues in data collection and analysis	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to influencer marketing	3	I; T
	Authenticity/defining your brand	3	T;U
	Growing your audience	3	T; U
	Engaging and keeping your audience	3	T;U
	Best practices for brands/influencer sourcing and relationship building	3	T;U
	Contracts, negotiating, pricing	3	T;U
	Campaign design	3	T;U
	Using Analytics to improve results	3	T;U
Ethics/compliance	3	T;U	
Examination forms	Short-answer questions; MCQs; Video Content Creation, Marketing plan		
Study and examination requirements	<i>Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment.</i>		
	<i>Discussions are strongly encouraged.</i>		
	<i>Students must gain more than 50/100 points overall to pass this course.</i>		

Reading list	- <i>Will Post For Profit: How Influencers And Brands Are Cashing In On Social Media Marketing</i> (978-1-64293-546-2) by Blaney and Fleming. Published by Post Hill Press, New York, US. - <i>The Art of Social Media: Power Tips for Power Users</i> (ISBN-13: 978-1591848073) by Kawasaki and Fitzpatrick. Published by the Penguin Group, New York, US. - <i>Influencer: Building Your Personal Brand in the Age of Social Media</i> (ISBN-13: 978-0806538853) by Hennessy. Published by Kensington Publishing Corp, New York, US.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

CLO	PLO					
	1	2	3	4	5	6
1		2	3	4		3
2		2	3	4		3
3		2	2	2	3	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction to influencer marketing	1;2;3	Lecture; case study; Group Assignment	Short-answer questions; MCQs; Case analysis; Project Presentation	
2	Authenticity/defining your brand	1;2;3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	
3	Growing your audience	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	
4	Engaging and keeping your audience	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	
5	Best practices for brands/influencer sourcing and	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	

	relationship building				
6	Contracts, negotiating, pricing	1;2;3	Lecture; Group discussion;	Short-answer questions; MCQs; Case analysis; Project Presentation	
7	Campaign design	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	
8	Using Analytics to improve results	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	
9	Ethics/compliance	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	
10	Group video content creation	1;2;3	Video creation	Short-answer questions;	
11	Group video content creation	1;2;3	Video creation	Short-answer questions;	
12	Group Marketing plan	1;2;3	Oral presentation	Oral presentation	
13	Group Marketing plan	1;2;3	Oral presentation	Oral Presentation	

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLOi
Short-answer questions	x	x	x	
MCQs	x	x	x	
Video creation (30%)	x	x	x	
Marketing plan (20%)	x	x	x	

Note: %Pass: Target that 70 % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLAR Y ≥ 90%
Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence. Ideas lack consistence	Generally organised logically, with evidence of progression. Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to

					support key claims.

6. Date revised:**7. Course coordinator/Lecturer**

- School/Department:
- Email:

.....
HEAD/DEAN OF DEPARTMENT/SCHOOL
(Signature)


A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY**
School of Business

COURSE SYLLABUS

Course Name: Brand Management.

Course Code: BA082IU

1. General information

Course name	- (in English) <i>Brand Management</i> - (in Vietnamese) <i>Quản trị thương hiệu</i>
Course designation	<i>Brand Management focuses on Students majoring in Marketing. For study effectiveness students should study consumer behavior and marketing principle in advance which will provide student fundamentals for better understanding of brand management concepts.</i>
Course type	☐ General knowledge ☐ Fundamental ☒ Specialized knowledge ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	1
Person responsible for the course	..... .....
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lectures, projects, assignments, examinations
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 128 Contact hours: 38 (15 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours ¹ : 90

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	03 (3,0)								
Number of periods	Theory: Practice:								
Required and recommended prerequisites for joining the course	None								
Course objectives	The aim of this course is to promote understanding of brand concepts and the formulation of strategies for building, leveraging, and defending brands. Further topics of study include branding execution and measurement, which focuses on the management of programs that influence consumer's and channel's behaviors. The course uses multiple formats to expose students to a comprehensive overview of the knowledge bases of effective brand management, which helps to enhance abilities to apply these concepts into developing competitive brand strategies and implementation plans.								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td> CLO1. Describe branding terminology and concepts and the principles used in developing branding programs in a firm. CLO2. Identify brand elements that shape brand equity and branding activities for certain target markets. CLO3. Explain the different types of brand elements and marketing strategies in building strong brands. </td></tr> <tr> <td>Skill</td><td> CLO4. Describe different research methodologies in developing branding plans. CLO5. Identify the components that help to organize and assign individuals or groups to work together in the planning, implementation and control of branding activities </td></tr> <tr> <td>Attitude</td><td>CLO6. State the ethical requirements of branding activities</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1. Describe branding terminology and concepts and the principles used in developing branding programs in a firm. CLO2. Identify brand elements that shape brand equity and branding activities for certain target markets. CLO3. Explain the different types of brand elements and marketing strategies in building strong brands.	Skill	CLO4. Describe different research methodologies in developing branding plans. CLO5. Identify the components that help to organize and assign individuals or groups to work together in the planning, implementation and control of branding activities	Attitude	CLO6. State the ethical requirements of branding activities
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Skill	CLO4. Describe different research methodologies in developing branding plans. CLO5. Identify the components that help to organize and assign individuals or groups to work together in the planning, implementation and control of branding activities								
Attitude	CLO6. State the ethical requirements of branding activities								

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>																																				
	Weight: lecture session																																				
	Teaching levels: I (Introduce); T (Teach); U (Utilize)																																				
	<table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Chapter 1: Introduction to Brand Management</td><td>1</td><td>I, T</td></tr><tr><td>Chapter 2: Customer Based Brand Equity</td><td>1</td><td>I, T</td></tr><tr><td>Chapter 3: Brand Resonance and the Brand Value Chain</td><td>1</td><td>I, T</td></tr><tr><td>Chapter 4: Choosing Brand Elements to Build Brand Equity</td><td>2</td><td>T,U</td></tr><tr><td>Chapter 5: Designing Marketing Programs to build Brand Equity</td><td>1</td><td>T,U</td></tr><tr><td>Chapter 6: Integrating Marketing Communication to Build Brand Equity</td><td>1</td><td>T, U</td></tr><tr><td>Chapter 7: Leveraging Secondary Associations to Build Brand Equity</td><td>2</td><td>T, U</td></tr><tr><td>Chapter 8: Developing a Brand Equity Measurement and Management System</td><td>1</td><td>T, U</td></tr><tr><td>Chapter 10: Designing and Implementing Branding Architecture</td><td>1</td><td>T, U</td></tr><tr><td>Chapter 11: Designing and Implementing Branding Architecture</td><td>1</td><td>T, U</td></tr><tr><td>Chapter 12: Managing Brands over Geographic Boundaries and Market Segments</td><td>1</td><td>T, U</td></tr></table>	Topic	Weight	Level	Chapter 1: Introduction to Brand Management	1	I, T	Chapter 2: Customer Based Brand Equity	1	I, T	Chapter 3: Brand Resonance and the Brand Value Chain	1	I, T	Chapter 4: Choosing Brand Elements to Build Brand Equity	2	T,U	Chapter 5: Designing Marketing Programs to build Brand Equity	1	T,U	Chapter 6: Integrating Marketing Communication to Build Brand Equity	1	T, U	Chapter 7: Leveraging Secondary Associations to Build Brand Equity	2	T, U	Chapter 8: Developing a Brand Equity Measurement and Management System	1	T, U	Chapter 10: Designing and Implementing Branding Architecture	1	T, U	Chapter 11: Designing and Implementing Branding Architecture	1	T, U	Chapter 12: Managing Brands over Geographic Boundaries and Market Segments	1	T, U
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Chapter 12: Managing Brands over Geographic Boundaries and Market Segments	1	T, U																																			
Examination forms	Multiple-choice questions, Short-answer questions, Case analysis																																				
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>																																				

Reading list	[1] Textbook: Keller, K. L. (2012), “Strategic Brand Management: Building, Measuring, and Managing Brand Equity”, 4th Edition, Pearson Prentice-Hall. Kapferer, J-N. (2012), “The New Strategic Brand Management: Advanced Insights and Strategic Thinking (New Strategic Brand Management: Creating & Sustaining Brand Equity)”, 5th Edition, Kogan Page. Aaker, D. A.(2010), “Building Strong Brands”, Simon & Schuster [2] Slides and other materials are provided in the Blackboard

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO					
CLO	1	2	3	4	5	6
1	x					
2	x					
3	x					
4		x				
5			x			
6				x		

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Chapter 1: Introduction to Brand Management	1	Case analysis	Lecture, Discussion Group's project guidelines	[1], [2]
2	Chapter 2: Customer Based Brand Equity	1,2	MCQs;	Lecture, Discussion	[1], [2]
3	Chapter 3: Brand Resonance and	1,2	MCQs; analysis	Case	Lecture, Discussion

[1], [2]

	the Brand Value Chain					
4, 5	Chapter 4: Choosing Brand Elements to Build Brand Equity	1,2,3	MCQs;	Case analysis	Lecture, Discussion	[1], [2]
6	Chapter 5: Designing Marketing Programs to build Brand Equity	1,2,3	Case analysis	Lecture, Discussion	[1], [2]	
7, 8	Chapter 6: Integrating Marketing Communication to Build Brand Equity	1,2,3	MCQs;	Case analysis	Lecture, Discussion	[1], [2]
9	Midterm					
10, 11	Chapter 7: Leveraging Secondary Associations to Build Brand Equity	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]	
12	Chapter 8: Developing a Brand Equity Measurement and	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]	

	Management System				
13	Chapter 10: Designing and Implementing Branding Architecture	1,2,3	Quiz 70%*	Lecture, Discussion	[1], [2]
14	Chapter 11: Designing and Implementing Branding Architecture	1,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
15	Chapter 12: Managing Brands over Geographic Boundaries and Market Segments	1,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
16	Oral group project presentation	4,5	Oral Presentation 70%*	Q&A	
17	Final exam	1,2,3, 4,6	Short-answer questions; MCQs; Case analysis 70%*		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLOi

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organization and clarification	No evidence of organization and coherence	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistency	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments.	Shows little attempt to offer support for key claims or to relate	Shows arguments of poor quality. Weak, undeveloped	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.

	Fails to support analysis	evidence to analysis. Reasons offered are irrelevant.	eloped reasons are offered to support key claims		Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

.....
HEAD/DEAN OF DEPARTMENT/SCHOOL
(Signature)



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY**
School of Business

COURSE SYLLABUS

Course Name: Customer Relationship Management

Course Code: BA182IU

1. General information

Course name	- (in English) <i>Marketing Management</i> - (in Vietnamese) <i>Quản trị Marketing</i>
Course designation	<i>The course provides knowledge to help you to build a strategy and to organize CRM in an organization by identifying one of the key elements of CRM such as customer intelligence, what we want to know about our customers, and how we will organize these processes. After that, you will determine the CRM role in the marketing aspect. This course also discusses customer offerings, deciding to invest in a specific customer relationship and how to develop this relationship such as channels testing should apply to make sure what channels an organization can use in interacting with customers. From the customer's perspective, an organization can develop a multi-channel strategy and decide how to organize these channels as well as the development of the Internet, including social media, marketing automation, sales force automation and service automation. Finally, the course emphasizes CRM systems and their application today as well as in the future.</i>
Course type	☐ General knowledge ☐ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☒ Others:
Semester(s) in which the course is taught	Semester 1- The Fourth Year
Person responsible for the course	..... .....
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, Case studies, Group Discussions

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 Contact hours 34 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Private study including examination preparation, specified in hours ¹ : 86								
Credit points	3 credits (Theory: 3 + Practice: 0) ECTS (<i>optional</i>)								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	- Prerequisites: BA003IU-Principles of Marketing; BA123IU- Principles of Management - Corequisites: BA083IU-Customer Behaviour - Previous course (Course code – Course name)								
Course objectives	- Explain the customer service and management, the meaning and the components that create CRM. - Analyse and deeply understand the customers. - Define the factors that effected to the CRM strategy. - Improve the skill of self-study, research, teamwork, presentation. - Develop a CRM system and their application today as well as in the future.								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Understand the key concepts, process and model of CRM.</td></tr> <tr> <td>Skill</td><td>CLO2: Apply a diverse range of concepts, theories, and techniques to formulate and implement CRM plan.</td></tr> <tr> <td>Attitude</td><td>CLO3: Work proactively and have equal contribution to groups' assignment.</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Understand the key concepts, process and model of CRM.	Skill	CLO2: Apply a diverse range of concepts, theories, and techniques to formulate and implement CRM plan.	Attitude	CLO3: Work proactively and have equal contribution to groups' assignment.
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¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Introduction to CRM</td><td>3</td><td>I; T</td></tr><tr><td>Understanding relationships</td><td>3</td><td>T</td></tr><tr><td>Managing the customer journey: customer acquisition</td><td>3</td><td>T; U</td></tr><tr><td>Managing the customer journey: customer retention and development</td><td>3</td><td>T;U</td></tr><tr><td>Customer portfolio management</td><td>3</td><td>I; T</td></tr><tr><td>Managing customer-experienced value</td><td>3</td><td>T;U</td></tr><tr><td>Marketing automation</td><td>3</td><td>I; T</td></tr><tr><td>Sales force automation</td><td>3</td><td>T</td></tr><tr><td>Service automation</td><td>3</td><td>T</td></tr><tr><td>Developing and managing customer-related databases</td><td>3</td><td>T;U</td></tr><tr><td>Using customer-related data</td><td>3</td><td>T;U</td></tr><tr><td>Planning to succeed</td><td>3</td><td>U</td></tr><tr><td>Implementing CRM</td><td>3</td><td>U</td></tr></table>	Topic	Weight	Level	Introduction to CRM	3	I; T	Understanding relationships	3	T	Managing the customer journey: customer acquisition	3	T; U	Managing the customer journey: customer retention and development	3	T;U	Customer portfolio management	3	I; T	Managing customer-experienced value	3	T;U	Marketing automation	3	I; T	Sales force automation	3	T	Service automation	3	T	Developing and managing customer-related databases	3	T;U	Using customer-related data	3	T;U	Planning to succeed	3	U	Implementing CRM	3	U
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Planning to succeed	3	U																																									
Implementing CRM	3	U																																									
Examination forms	Short-answer questions; MCQs; Case analysis; Project Presentation																																										
Study and examination requirements	<i>Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment.</i> <i>Discussions are strongly encouraged.</i> <i>Students must gain more than 50/100 points overall to pass this course.</i>																																										
Reading list	<i>1. Required Textbooks:</i> <i>Customer Relationship Management – concepts and technology, Francis Buttle and Stan Maklan, 4th edition, Routledge, 2019</i> <i>2. Materials (optional):</i> <i>Ed Peelen and Rob Beltman: Customer Relationship Management, Pearson Education Limited, 2013.</i> <i>V. Kumar, Werner Reinartz; Customer Relationship Management, Concept, Strategy, and Tools, Springer, 2012.</i>																																										

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

CLO	PLO					
	1	2	3	4	5	6
1		X	X	X		
2		X	X	X	X	
3		X	X	X	X	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction to CRM	1;2;3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 1, <i>Customer Relationship Management – concepts and technology</i> , Francis Buttle and Stan Maklan, 4th edition, Routledge, 2019
2	Understanding relationships	1;2;3	Lecture; Group discussion	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 2
3	Managing the customer journey: customer acquisition	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 3
4	Managing the customer journey: customer retention and development	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 4
5	Customer portfolio management	1;2;3	Lecture; Group discussion;	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 5
6	Managing customer-experienced value	1;2;3	Lecture; Group discussion; Case studies	Assignment: Data visualization	Chapter 6 & 7
7	Marketing automation	1;2;3			Chapter 8

8	Sales force and Service automation	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 9&10
9	Midterm Examination	1;2;3		Short-answer questions; MCQs; Case analysis; Project Presentation	
10	Developing and managing customer-related databases		Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 11
11	Using customer-related data	1;2;3	Lecture; Group discussion; Case studies	Short-answer questions; MCQs; Case analysis; Project Presentation	Chapter 12
12	Planning to succeed	1;2;3	Lecture; Group discussion; Case studies	Project Presentation	Chapter 13
13	Implementing CRM	1;2;3	Lecture; Group discussion; Case studies	Project Presentation	Chapter 14
14	Group Presentation	1;2;3	Oral presentation	Project Presentation	
15	Course Review	1;2;3	Lecture		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLOi
Short-answer questions	x	x	x	
MCQs	x	x	x	
Case analysis	x	x	x	
Project presentation	x	x	x	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%

Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence. Ideas lack consistence	Generally organised logically, with evidence of progression. Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

.....
HEAD/DEAN OF DEPARTMENT/SCHOOL
(Signature)



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY**
School of Business

COURSE SYLLABUS
Course Name: Project Management
Course Code: **BA023IU**

1. General information

Course name	- <i>(in English) Project Management</i> - <i>(in Vietnamese) Quản trị Dự án</i>
Course designation	BA023IU–Project Management
Course type	☐ General knowledge ☐ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☒ Others:
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Nguyen Nhu Tung, PhD.
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture, Cases, Team Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 90

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	3 credits (Theory: + Practice:) ECTS (<i>optional</i>)	
Number of periods	Theory: Practice:	
Required and recommended prerequisites for joining the course	None	
Course objectives	• To understand concepts of project planning and organization, project control and project communications. • To apply quantitative decision-making techniques including financial models in project selection. • To apply problem-solving skills for successful project management, including Network Analysis (CPM, PERT), Crashing, Earned Value Analysis. • To apply the project plan elements in a project proposal from the real world. • To use scheduling software to draw a Gantt Chart.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Apply the quantitative techniques to support the a project manager in making his or her decisions in managing projects (problem-solving skills) (Bloom Level 3; PLO1) CLO2: Explain real problems/factors which affect project performance (Bloom Level 2; PLO1, PLO3)
	Skill	CLO3: Analyze project management practices in both written and spoken forms through case studies (Bloom Level 4; PLO3, PLO7)
	Attitude	CLO4: Construct team project plans from real-world demand (Bloom Level 3; PLO3, PLO7)

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>																																													
	Weight: lecture session																																													
	Teaching levels: I (Introduce); T (Teach); U (Utilize)																																													
	<table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Introduction – Basics of Project Management</td><td>7%</td><td>I</td></tr><tr><td>The Project Manager</td><td>7%</td><td>T</td></tr><tr><td>Conflict and Negotiation</td><td>7%</td><td>T</td></tr><tr><td>Project in the Organization Structure</td><td>7%</td><td>U</td></tr><tr><td>Project Selection</td><td>7%</td><td>U</td></tr><tr><td>Project Planning</td><td>7%</td><td>U</td></tr><tr><td>Budgeting</td><td>7%</td><td>U</td></tr><tr><td>Introducing Project Management Software</td><td>7%</td><td>U</td></tr><tr><td>Project Scheduling</td><td>7%</td><td>U</td></tr><tr><td>Allocation of Resources</td><td>7%</td><td>U</td></tr><tr><td>Monitoring and Information Systems</td><td>7%</td><td>U</td></tr><tr><td>Project Control</td><td>6%</td><td>U</td></tr><tr><td>Project Audit and Termination</td><td>6%</td><td>U</td></tr><tr><td>Review</td><td>10%</td><td>U</td></tr></table>	Topic	Weight	Level	Introduction – Basics of Project Management	7%	I	The Project Manager	7%	T	Conflict and Negotiation	7%	T	Project in the Organization Structure	7%	U	Project Selection	7%	U	Project Planning	7%	U	Budgeting	7%	U	Introducing Project Management Software	7%	U	Project Scheduling	7%	U	Allocation of Resources	7%	U	Monitoring and Information Systems	7%	U	Project Control	6%	U	Project Audit and Termination	6%	U	Review	10%	U
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Study and examination requirements	<i>Assignments/Examination: Students must achieve a composite mark of at least 50; and make a satisfactory attempt at all assessment tasks.</i> <i>Attendance:</i> <i>Your regular and punctual attendance at lectures and related seminar (if any) is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.</i> <i>Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted. Please inform your lecture if you are unable to attend the class, and arrange for a classmate to collect any handouts.</i> <i>General conduct and behavior:</i> <i>You are expected to conduct yourself with considerable and respect for the needs of your fellow students and teaching staff. Conduct that unduly disrupts or interferes with a class, such as ringing, or talking on mobile phones, or chatting on internet, is nor acceptable and students may be asked to leave the class.</i> <i>Keeping informed:</i> <i>You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your through website, course website and/ or Announcement Board (of School of Business and/ or Academic Affair) without providing you with a paper copy. You will be deemed to have received this information.</i> <i>Academic honesty and plagiarism:</i> <i>The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.</i> <i>Plagiarism is the presentation of the thoughts or work of another as one's own. Examples include:</i> • <i>direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material. Ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;</i> • <i>paraphrasing another person's work with very minor changes keeping the meaning, form and/ or progression of ideas of the original;</i> • <i>piecing together sections of the work of others into a new whole;</i> • <i>presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor;</i> <i>The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.</i> <i>Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and the proper referencing of sources in preparing all assessment items.</i> <i>Special consideration:</i>

	<i>Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.</i> <i>Meeting up with the lecturers after classes:</i> <i>Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.</i>
Reading list	<i>Please note that it is very important to gain familiarity with the subject matter in the readings and cases prior to attendance in classes.</i> <i>Textbook:</i> <i>Meredith, J. and Mantel Jr, S. (2012), Project Management: A Managerial Approach, 8th edition, Wiley.</i> <i>Reference Books:</i> <i>Mantel, S. J., Meredith, J. R., & Shafer, S. M. (2013). Project management in practice, 5th edition. Wiley Global Education.</i> <i>A Guide to the Project Management Body of Knowledge, 3rd Edition (PMBOK Guide), Project Management Institute, November 2004.</i> <i>Additional materials provided in Blackboard</i> <i>The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.</i> <i>Recommended Internet sites</i> <i>PMI (Project Management Institute)</i> <i>IPMA (International Project Management Association)</i> <i>APM (Association for Project Management)</i> <i>The Project Management Podcast</i> <i>Startwright</i> <i>Recommended Journals</i> <i>The Achiever Newsletter Project Management Books</i> <i>ePMTutor</i> <i>International Journal of Project Management</i> <i>PROJECT Magazine</i> <i>Project Manager Today</i> <i>Project Management Publications</i> <i>Project Times</i> <i>Project Management World Today</i> <i>PROJECTMagazine</i>

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table

PLO							
CLO	1	2	3	4	5	6	7
1	X						
2	X		X				
3			X	X			
4			X				X

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction – Basics of Project Management Context Definition of 'project' and other terminologies Rationale of project management approach Project life cycle Project objectives Risk associated with projects	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Lecture How to prepare for case study presentation	Textbook, Chapter 1 Discussion: Bloomfield Transport, Inc. (p.27) Case: Turning London's Waste Dump into 2012 Olympic Stadium (p.21) Further Reading: Why good projects fail anyway (Harvard Business Review)
2	Chapter 3: The Project Manager Introduction to Project Manager The roles of project managers The responsibilities of project managers Requirements of	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Lecture Case Presentation Forming Study groups Requirements for Team Project Plan	Textbook, Chapter 3 Case: National Hall of Fame Reading: What it takes to be a good project manager? (p.140)

	project managers Project manager's qualifications Environmental and cultural issues				
3	Chapter 4: Conflict and Negotiation Categories of conflicts Conflicts and project life cycle Uncertainty and conflicts Negotiation defined Methods of negotiation	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Lecture/ Presentation	Textbook, Chapter 4 Case: Habitat for Humanity Reading: Methods of resolving interpersonal conflict (p.168)
4	Chapter 5: Project in the Organizational Structure Project and other superior organizations Project in its purest form Matrix Mixed Selecting the right project organization Project teams and other functions	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation Quiz	Lecture/ Presentation	Textbook, Chapter 5 Case: Oilwell Cable Company
5	Chapter 2: Project Selection Project selection models Qualitative and quantitative approaches Risk considered	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Lecture Case Presentation	Textbook, Chapter 2 Case: Pan-Europa Foods S.A. Reading: From Experience: Linking Projects to Strategy (p.90)

6	Chapter 6: Project Planning Project coordination plan Project action plan Work breakdown structure Integration management	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation	 Lecture Discussion	Textbook, Chapter 6 Reading: Planning for crises in project management (p.275)
7	Chapter 7: Budgeting Project budget estimation Methods of project estimation Issues in estimation Techniques for improving estimation	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Lecture Case Presentation	Textbook, Chapter 7 Reading: Automotive Builders, Inc.
	Midterm Exam	CLO 1	Open-ended questions/problem-solving questions		Chapters 1, 2, 3, 4, and 5
8	Introducing project management software Learning MS Project Software	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Hand-on training on scheduling software	Installed Ms Project Software/scheduling software Instructor Manual, Teacher's Resources
9	Chapter 8: Project Scheduling PERT and CPM Gantt charts Network scheduling techniques Calculating critical path and slacks Review of using Microsoft Project	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Lecture Case Presentation	Textbook, Chapter 8 Case: The Sharon Construction Corporation

10	Chapter 9: Allocation of Resources CPM and crash Problems with resource allocation Loading and leveling Allocation under constraints Multi-project scheduling and allocation Practice of allocation of resources	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Lecture Case Presentation	Textbook, Chapter 9 Case: D.U. Singer Hospital Product Corp. (p.426)
11	Chapter 10: Monitoring and Information Systems Cycle of planning- monitoring- control Information Needs and Reporting Earned Value Analysis	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Lecture Case Presentation	Textbook, Chapter 10 Case: Earned value at CERN Reading: The Project Manager/Custome r Interface (p.470)
12	Chapter 10: Monitoring and Information System Earned Value Analysis Project MIS	CL O1 CL O2 CLO 3	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Lecture Case Presentation	Textbook, Chapters 10 Case: Peerless Laser Processors (p.506)
13	Chapter 11: Project Control Designing control systems Control as a management function Balance in control Control of creative projects Control of change and scope creep	CL O1 CL O2 CLO 3, CLO 4	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Lecture Team Presentations of Team Project Plan	Textbook, Chapter 11 Reading: Controlling projects according to plan

14	Chapter 12: Project Audit and Termination Purposes of evaluation Project audit Audit and project life cycle Design and use of audit report Issues of Measurement Termination basics Types of termination Process of termination Report of termination	CL O1 CL O2 CLO 3, CLO 4	Comprehension Check (Blackboard/in-class) Team presentation evaluation	Lecture/ Presentation Team Presentations of Team Project Plan Team Project Plan Submission	Textbook, Chapters 12&13 Case: Theatre High Altitude Area Defense (THAAD): Five Failures and Counting
15	Review	CLO 1	Review Feedback	Practice	Chapters 8, 9, 10, 11 and 12
	FINAL EXAM	CLO 1	Open-ended questions/problem-solving questions		Chapters 8, 9, 10, 11 and 12

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Comprehension Check (10%)	X			
Quiz (5%)	X			
Team Assignments (Case Analysis and Team Project Plan) (15%)		X	X	X
Midterm exam (30%)	X			
Final exam (40%)	X			

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Rubrics for assessing group presentations and Team Project Plans are available from Session 1 in the Blackboard.

5.1 Rubrics for Grading Case Study/Project Plan Presentation

Each item is rated on the following rubric. 1= Very poor; 2 = Poor; 3 = Adequate; 4 = Good; 5 = Excellent

Item	Score				
1.Evidence of preparation (organized presentation, presentation/discussion flows well, no awkward pauses or confusion from the group, evidence you did your homework)	1	2	3	4	5
2.Content (group presented accurate & relevant information, appeared knowledgeable about the case studies/projects assigned and the topic discussed, offered strategies for dealing with the problems identified in the case studies/projects)	1	2	3	4	5
3. Delivery (clear and logical organization, effective introduction and conclusion, creativity, transition between speakers, oral communication skills—eye contact)	1	2	3	4	5
4. Discussion (group initiates and maintains class discussion concerning assigned case studies/projects, use of visual aides, good use of time, involves classmates)	1	2	3	4	5

Total Score: _____ (sum of Items 1-5)

Total Score X 5: _____ (to make the assignment of 100 points)

5.2 Rubrics for Open Questions of Midterm and Final Exams

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLAR Y ≥ 90%
Organisati on and clarificatio n	No evidence of organization and coherence	Does not organise ideas logically and with clarification Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and non-tangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to

					the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs.	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs.

				Sources cited correctly	Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

.....
HEAD/DEAN OF DEPARTMENT/SCHOOL
(Signature)



A/Prof. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: E-commerce

Course Code: **BA027IU**

1. General information

Course name	- (in English) <i>E-commerce</i> - (in Vietnamese) <i>Thương mại điện tử</i>
Course designation	<i>This subject will provide the general framework of online business; a framework that highlights the importance of online presence and how to make it in real world. The subject is designed to lay the groundwork for students to be active learners of E-commerce and to develop knowledge, capability and skills necessary for developing a sound online business.</i>
Course type	☐ General knowledge ☐ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☒ Others:
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Nguyen Hong Anh
Language	English
Relation to curriculum	☐ Compulsory ☒ Elective
Teaching methods	Lecture, Q&A, Individual and Group research project

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 180 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 135	
Credit points	3 credits (Theory: + Practice:) ECTS (<i>optional</i>)	
Number of periods	Theory: Practice:	
Required and recommended prerequisites for joining the course	None	
Course objectives	Students will be provided with knowledge and skills needed to develop an online presence from various channels such as strategies, models, concepts and tactics. Through this unit, students will become acquainted with applications, software and skills to get a business to go online successfully.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1 Identify the key components of e-commerce business models. Understand key business concepts and strategies applicable to e-commerce. (PL01, PL09) CLO2 Identify and describe the basic digital commerce marketing and advertising strategies and tools (PLO1, PLO9) CLO3 Understand the scope of e-commerce crime and security problems, the key dimensions of ecommerce security, and the tension between security and other values. The key security threats in the ecommerce environment. (PL01, PL09)
	Skill	CLO4 Understand the questions you must ask and answer, and the steps you should take, in developing an ecommerce presence. (PL03, PL06) CLO5 Apply applications, software, skill and English to develop a sound simulated online business. (PL03, PL06)
	Attitude	CLO6 Understand why e-commerce raises ethical, social, and political issues. (PL04)

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to E-commerce	1	I, T
	E-commerce business strategies	2	T, U
	Building an E-commerce presence	2	T, U
	E-commerce Security and Payment systems	1	T, U
	E-commerce Marketing and Advertising	3	T, U
	Social, mobile and local marketing	1	T
Ethics, Law and E-commerce	2	T, U	
Case discussion.	3	T, U	
Examination forms	Short-answer questions and case analysis.		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</i>		
	<i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	<i>Textbooks:</i>		
	<i>[1] E-Commerce 2023: Business, Technology, Society</i>		
	<i>17th edition – Kenneth C. Laudon.</i>		
	<i>Other data sources:</i>		
	<i>[2] Webbuilders: Wix, Cannva Webly</i>		
	<i>[3] Applications: Camtasia, CapCut.</i>		
	<i>[4] Email marketing platform: Getrespond, Mailchimp</i>		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO					
CLO	1	2	3	4	5	6
1	X					
2	X					
3	X					
4			X			X
5			X			X
6				X		

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction to E-Commerce	1		Course Introduction, Forming study group, Introducing projects	[1]
2 & 3	E-commerce Business strategies. Case presentation assigned. Apply Capcut or Camtasia to design video presentation	1,5		Lecture, Q&A. Individual project assigned.	[1] [3].
4,5,6	Building an E-Commerce presence Designing Landing page, poster and logo Case: Akamai technology	1,4	HW 1 & 2	Lecture, Q&A. Designing landing page, poster and logo.	[1].[2].[3].
7	EC security and payment system	3		Lecture, HW1 & 2 feed back Video presentation feed back.	[1]
8	E-commerce marketing and Advertising - Case: <i>programmatic advertising</i> <i>Email marketing project</i>	2,	HW3	Lecture, E-mail marketing project assigned.	[1].[4]
9&10	Midterm				
11, 12	E-commerce marketing and Advertising	2,		Lecture, E-mail marketing project assigned.	[1].[4]

	- Case: programmatic advertising Email marketing project				
13	Social, mobile and Local marketing Group project assigned. Create content advertisement to deliver a message on social network.	2		Lecture, HW3 feedback Group project assigned.	[1].[2]
14 & 15	Ethics, Law and E- Commerce Case: The right to be forgotten. Review for Final exam	6		Lecture, Group project feed back.	[1]

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
Homework (15%)						
Designing project		60%		60%		
Home work (15%)						
Case analysis presentation (video presentation)	60%	60%			60%	
Group Project (15%)						
Designing short content video for social network advertising		60%		60%		
Midterm exam (20%)	60%		60%			
Final exam (35%)		60%				60%

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	COMPLETELY FAIL Below 30%	INADEQUAT E 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE	EXEMPLAR Y

				70% - 89%	≥ 90%
Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument is addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes.	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
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		The reasons offered are irrelevant.	support key claims		support key claims.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

.....
HEAD/DEAN OF DEPARTMENT/SCHOOL
(Signature)



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY**
School of Business

COURSE SYLLABUS

Course Name: New Product Planning

Course Code: **BA149IU**

1. General information

Course name	- (in English) <i>New Product Planning</i> - (in Vietnamese) <i>Lập kế hoạch sản phẩm mới</i>
Course designation	<i>New Product Planning is the optional course for students who major in Marketing and Management. It is to introduce students with situations where the company has to face with decisions of whether they should develop new products at some point of time and how they could implement that new product development. Moreover, this course helps students understand basic and particular steps involved in the new product planning process. It is in this course that the students will have chances to solve practical problems as well as apply their creativity, critical thinking and decision-making ability into minor project, major project, case studies and group games. Students are encouraged to use their available knowledge of business management and marketing as well as other fields in this course. The course also requires students to be creative, pro-active and cooperative at all times, either in lecture hours or teamwork hours.</i>
Course type	☐ General knowledge ☐ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☒ Others:
Semester(s) in which the course is taught	..... .....
Person responsible for the course	..... .....
Language	English
Relation to curriculum	☐ Compulsory ☒ Elective
Teaching methods	Lecture, Q&A, Individual and Group research project

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 180 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 135								
Credit points	 credits (Theory: + Practice:) ECTS (<i>optional</i>)								
Number of periods	Theory: Practice:								
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name)..... - Corequisites: (Course code – Course name) - Previous course (Course code – Course name)								
Course objectives	The course aims to develop the necessary knowledge and skills needed to maintain competitive advantage through innovation. As a result of studying this course, you will better understand how to recognize new opportunities as well as initiate, develop and monitor them. The course aims to ensure that you will have the relevant skills and ability needed within the corporate world. To achieve these aims, the course will provide a strategic management approach to product innovation, development and ongoing monitoring from a marketing perspective. Throughout the course, students will be introduced appropriate theories, models and other tools to facilitate improved decision- making in relation to new product management.								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Develop a strong understanding of the step-by-step process needed to identify new product opportunities. CLO2: Develop the skills to undertake the necessary research to ensure ongoing success in the marketplace.</td></tr> <tr> <td>Skill</td><td>CLO3: Demonstrate effective communication by collecting, analyzing, and organizing information clearly and fluently in both written and spoken forms. CLO4: Apply critical argument and judgment to identify and debate critical issues/problems, evaluate financial information, make decisions, and reflect critically on justifications.</td></tr> <tr> <td>Attitude</td><td>CLO5: Learn within teams (task assignment and management, conflict resolution, cooperation, consensus building, and leadership) and provide professional business presentations (oral and written).</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Develop a strong understanding of the step-by-step process needed to identify new product opportunities. CLO2: Develop the skills to undertake the necessary research to ensure ongoing success in the marketplace.	Skill	CLO3: Demonstrate effective communication by collecting, analyzing, and organizing information clearly and fluently in both written and spoken forms. CLO4: Apply critical argument and judgment to identify and debate critical issues/problems, evaluate financial information, make decisions, and reflect critically on justifications.	Attitude	CLO5: Learn within teams (task assignment and management, conflict resolution, cooperation, consensus building, and leadership) and provide professional business presentations (oral and written).
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Develop a strong understanding of the step-by-step process needed to identify new product opportunities. CLO2: Develop the skills to undertake the necessary research to ensure ongoing success in the marketplace.								
Skill	CLO3: Demonstrate effective communication by collecting, analyzing, and organizing information clearly and fluently in both written and spoken forms. CLO4: Apply critical argument and judgment to identify and debate critical issues/problems, evaluate financial information, make decisions, and reflect critically on justifications.								
Attitude	CLO5: Learn within teams (task assignment and management, conflict resolution, cooperation, consensus building, and leadership) and provide professional business presentations (oral and written).								

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Course overview, The Strategic Elements of Product Development, The New Products Process (Ch1-2)	10%	I
	Opportunity Identification and Selection: Strategic Planning for New Products (Ch3)	10%	T
	Creativity and the Product Concept, Finding and Solving Customers' Problems (Ch4-5)	10%	T
	Analytical Attribute Approaches: Introduction, Trade-Off Analysis, Qualitative Techniques (Ch6-7)	10%	T
	The Concept Evaluation System, Concept Testing (Ch8-9)	10%	U
	The Full Screen, Sales Forecasting and Financial Analysis (Ch10-11)	10%	U
	Product Protocol, Design (Ch12-13)	10%	U
	Development Team Management, Product Use Testing (Ch14-15)	10%	U
	Strategic Launch Planning, Implementation of the Strategic Plan (Ch16-17)	5%	U
	Market Testing, Launch Management (Ch18-19)	5%	U
Industry Guest Speaker, Course Review	5%	U	
Major Project Presentations and Report	5%	U	
Examination forms	Class participation and group presentations (weekly case analyses and discussions). Group project and written report submission. Final written examination covering theoretical and applied course materials.		
Study and examination requirements	<i>Attend lectures and participate actively in class discussions.</i> <i>Complete assigned readings and prepare case presentations in small groups (3–4 students).</i> <i>Submit group project report on time.</i>		

Reading list	<i>Textbooks and references:</i> <i>Textbook:</i> <i>Crawford, Merle and Di Benedetto, Anthony (2015), New Products Management (11th edition), McGraw-Hill Irwin</i> <i>Students are encouraged to buy or hire textbook from the IU library.</i> <i>Additional reference books: any Marketing textbook and New Product development textbook are advised to be reference</i> <i>Ulrich, Karl T. and Eppinger, Steven D. (2008), Product Design and Development (4th ed.), McGraw-Hill Irwin</i> <i>Additional materials provided in Blackboard</i> <i>The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.</i> <i>Recommended Internet sites</i> <i>UNCTAD (United Nations Conference on Trade and Development) WTO (World Trade Organization)</i> <i>Business Week The Economist</i> <i>Fortune</i> <i>Forbes</i> <i>Recommended Journals Harvard Business Review International Business Review Journal of Management Studies</i> <i>Asia Pacific Journal of Management</i>

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO					
CLO	1	2	3	4	5	6
1	X					
2	X		X			
3			X	X		
4			X			X

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Course overview, Strategic Elements of Product Development (Ch1), The New Products Process (Ch2)	CLO 1	Lecture, develop class norms, explain learning assessment, form groups	Class participation	Crawford Ch1-2, Mini Case Lego
2	Opportunity Identification and Selection: Strategic Planning for New Products (Ch3)	CLO 2	Case study discussion, practice interviews	Group presentation	Crawford Ch3, Mini Case Kellogg or Honda
3	Creativity and the Product Concept (Ch4), Finding and Solving Customers' Problems (Ch5)	CLO 2, CLO 3	Case study discussion, exercise end-of-chapter questions	Weekly quiz	Crawford Ch4-5, Mini Cases Aqua or Campbell's
4	Analytical Attribute Approaches: Perceptual Mapping (Ch6), Trade-Off Analysis & Qualitative Techniques (Ch7)	CLO 3	Case study discussion	Weekly quiz	Crawford Ch6-7, Mini Case Smartphones or Rubbermaid
5	The Concept Evaluation System (Ch8), Concept Testing (Ch9)	CLO 3, CLO 4	Case study discussion	Mid-term exam	Crawford Ch8-9, Mini Cases Chipotle or Domino's
6	The Full Screen (Ch10), Sales Forecasting and Financial Analysis (Ch11)	CLO 3, CLO 4	Case study discussion	End-of-chapter exercises	Crawford Ch10-11, Mini Cases Logitech or Bay City Electronic
7	Product Protocol (Ch12), Design (Ch13)	CLO 3, CLO 4	Case study discussion	Group report draft submission	Crawford Ch12-13, Mini Case Dupont, Toolbox Case AT&T
8	MID TERM EXAMINATION – NO CLASS			Mid-term exam	

9	Development Team Management (Ch14), Product Use Testing (Ch15)	CLO 3, CLO 4	Starting assignment 2	Assignment 2	Crawford Ch14-15, Mini Cases Gillette, Ford Fusion, or Nondurables
10	Strategic Launch Planning (Ch16), Implementation of the Strategic Plan (Ch17)	CLO 3, CLO 4	Lecture and case discussion	Weekly quiz	Crawford Ch16-17, Mini Cases Wii or Hulu
11	Market Testing (Ch18), Launch Management (Ch19)	CLO 3, CLO 4	Case study discussion	Final assignment draft	Crawford Ch18-20, Mini Cases Pepsi or Pepsi One
12	Industry Guest Speaker (Launching Stage), Course Review	CLO 3, CLO 4	Guest speaker presentation, Q&A, course review	Peer feedback session	Toolbox Case Dell
13	Major Project Presentations	CLO 4	Group presentations 1–5, Course Review, Exam tips	Major report due, Presentation	Course Review materials

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Class participation	X			
Group presentations		X	X	
Written assignment/report			X	X
Final exam	X	X	X	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Marking Criteria	Marks	Learning outcomes/attributes
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case

Originality and usefulness	20	Ability to engage in creative problem
Organization, clarity of expression, editing etc.	20	Clarity of vision

Class participation

Your regular and punctual attendance at lectures and related seminar (if any) is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted. Please inform your lecture if you are unable to attend the class, and arrange for a classmate to collect any handouts.

Student responsibility & Policies:

- Student responsibility: It is expected that the students will spend at least 8 hours per week studying this course. This time should be made up of reading text book, working on case, and attending classes. Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities...
- Attendance: Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.
- General Conduct and Behavior: The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at the university webpage.
- Keeping informed: The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

.....
HEAD/DEAN OF DEPARTMENT/SCHOOL
(Signature)



A/Prof. Ha Minh Tri



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: Marketing Channels

Course Code: **BA183IU**

1. General information

Course name	- (in English) <i>Marketing Channels</i> . - (in Vietnamese) <i>Kênh Marketing</i>
Course designation	<i>Marketing channel, also called channel management, is one of the four key components of the marketing mix used by organizations to satisfy customer needs and optimize performance. Distribution strategy and deployment are seen as key differentiators in the increasingly competitive marketplace. Therefore, a solid working knowledge of marketing channel development, structure, and operation is requisite for an overall understanding of how marketing strategy is employed in the global economy...</i>
Course type	☐ General knowledge ☐ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☒ Others:
Semester(s) in which the course is taught	..... .....
Person responsible for the course	..... .....
Language	English
Relation to curriculum	☐ Compulsory ☒ Elective
Teaching methods	Lecture, Q&A, Individual and Group research project

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 180 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours ¹ : 135								
Credit points	3 credits (Theory: + Practice:) ECTS (<i>optional</i>)								
Number of periods	Theory: Practice:								
Required and recommended prerequisites for joining the course	- Prerequisites: BA003IU (Principles of Marketing) - Corequisites: (Course code – Course name) - Previous course (Course code – Course name)								
Course objectives	The aims of this course is : • To show the role of Marketing Channels in the larger field of Marketing Management • To provide students with in-depth knowledge of marketing channel system and channel management • To help students identify strategies and tactical decisions made by those responsible for managing marketing channels and distribution systems • To provide real world context to marketing channels analysis and decision making through real-time case analysis using the Internet • To enhance oral and written communications skills as well as team building projects requiring teamwork.								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Identify and analyze the strengths and weaknesses of various channels arrangement. CLO2: Understand the essential of planning, implementing, and controlling the logistics system in the distribution management.</td></tr> <tr> <td>Skill</td><td>CLO3: Communicate effectively: The ability to collect, analyze and organize information, and convey it clearly and fluently in both written and spoken forms.</td></tr> <tr> <td>Attitude</td><td>CLO4: Learn within teams (task assignment, conflict resolution, consensus building, and leadership) and provide professional business presentations (oral and written).</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Identify and analyze the strengths and weaknesses of various channels arrangement. CLO2: Understand the essential of planning, implementing, and controlling the logistics system in the distribution management.	Skill	CLO3: Communicate effectively: The ability to collect, analyze and organize information, and convey it clearly and fluently in both written and spoken forms.	Attitude	CLO4: Learn within teams (task assignment, conflict resolution, consensus building, and leadership) and provide professional business presentations (oral and written).
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Identify and analyze the strengths and weaknesses of various channels arrangement. CLO2: Understand the essential of planning, implementing, and controlling the logistics system in the distribution management.								
Skill	CLO3: Communicate effectively: The ability to collect, analyze and organize information, and convey it clearly and fluently in both written and spoken forms.								
Attitude	CLO4: Learn within teams (task assignment, conflict resolution, consensus building, and leadership) and provide professional business presentations (oral and written).								

¹ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Marketing Channels Concept	1	I
	The Channel Participants	1	T
	The Environment of Marketing Channels	1	T
	Behavioral Processes in Marketing Channels	1	T
	Strategy in Marketing Channels	1	T
	Designing Marketing Channels	1	U
	Selecting the Channel Members	1	U
	Target Markets and Channel Design Strategy	1	U
	Product and Pricing Issues in Channel Management	1	U
	Logistics and Channel Management	1	U
Electronic Marketing Channels	1	U	
Revision Lectures	1	U	
Examination forms	Class participation and group presentations (weekly case analysis and discussions). Group project report submission. Final written examination with open-ended and problem-solving questions.		
Study and examination requirements	<i>Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment.</i> <i>Discussions are strongly encouraged.</i> <i>Students must gain more than 50/100 points overall to pass this course.</i>		

Reading list	<u>Textbook:</u> Rosenbloom, B. (2003) <i>Marketing Channels: A Management review</i>, 7th edition, Thomson South-Western <u>Reference Books:</u> Boewrsox, D., Closs, D. and Cooper, M.B. (2009), <i>Supply Chain Logistics Management</i>, Mcgraw-Hill <u>Additional materials provided in Blackboard</u> The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration. <u>Recommended Internet sites</u> UNCTAD (United Nations Conference on Trade and Development) WTO (World Trade Organization) Business Week The Economist Fortune Forbes <u>Recommended Journals</u> Harvard Business Review International Business Review Journal of Management Studies Asia Pacific Journal of Management

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO					
CLO	1	2	3	4	5	6
1	X		X			
2	X			X		
3		X		X		

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
	Marketing Channels Concept • The Multi-Channels challenge • The Marketing Channel Define	CLO1	Lecture, comprehension check, case study	In-class quiz	Textbook, Chapter 1

	• Specialization and division of labour • Contractual efficiency				
2	The Channel Participants • An overview of the Channel Participants • Producers and Manufacturers • Intermediaries • Facilitating Agencies	CLO1, CLO2	Lecture, case study discussion	Practice on case studies	Textbook, Chapter 2
3	The Environment of Marketing Channels • The Marketing Channels and the Environment • The Economic Environment • The Competitive Environment • The Socio-cultural Environment • The technological Environment • The Legal Environment	CLO2	Group discussion, group presentation	Group presentation	Textbook, Chapter 3 Practice on case studies
4	Behavioral Processes in Marketing Channels • The Marketing Channel as a Social System • Conflict in the Marketing Channel • Power in the Marketing Channel • Role in the Marketing Channel • Communication Process in the Marketing Channel	CLO2, CLO3	Lecture, role-playing exercises	Group presentation	Textbook, Chapter 4
5	Strategy in Marketing Channels • Channel Strategy Defined • Marketing Channel Strategy and the Marketing Mix	CLO3	Lecture, group project planning	Group Presentation	Textbook, Chapter 5

	- Channel Strategy and Designing Marketing Channels - Channel Strategy and Managing the Marketing Channel				
6	Designing Marketing Channels - What is Channel Design - Who engages in Channel Design - A Paradigm of the Channel Design Decision	CLO3	Group discussion, team-based analysis	Group report draft submission	Textbook, Chapter 6
7	Selecting the Channel Members - The Selection process - Finding Prospective Channel Members - Applying Selection Criteria - Securing the Channel Members	CLO3	Lecture, simulation exercises	Peer feedback	Textbook, Chapter 7
8	Target Markets and Channel Design Strategy - Framework for Market Analysis - Market Geography and Channel Design Strategy - Market Size and Channel Design Strategy - Market Density and Channel Design Strategy - Market Behavior and Channel Design Strategy	CLO3	Case study discussion, group debates	Group Presentation	Textbook, Chapter 8
9	Product and Pricing issues in Channel Management - New Product Planning and Channel Management - The Product Life Cycle and Channel Management - Strategic Product Management and	CLO3	Team activities, role-play on pricing decisions	Group Presentation	Textbook, Chapter 10 and 11

	Channel Management • Anatomy of Channel pricing Structure • Guidelines for Developing Effective Channel Pricing Strategies • Other Issues in Channel pricing				
10	Logistics and Channel Management • Logistics Systems, Components and Cost • The Output of the Logistics System: Customer Service and Competitive Advantage • For key Areas of interface Between Logistics and Channel Management	CLO3	Lecture, logistics simulation	Group Presentation	Textbook, Chapter 13
11	Electronic Marketing Channels • Electronic Marketing Channels Defined • Structure of Electronic Marketing Channels • Developments and Trends in Electronic Marketing Channels • Advantages and Disadvantage of Electronic Marketing Channels • Implications for Marketing Channel Strategy and Management	CLO3	Lecture, group reflection, e-marketing case analysis	Group Presentation	Textbook, Chapter 15
12	Revision Lectures				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Class Participation	X	X	

Group Presentation		X	X
Case Study Report	X		X
Final Exam	X	X	X

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Marking Criteria	Marks	Learning outcomes/attributes
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organization, clarity of expression, editing etc	20	Clarity of vision

Class participation

Your regular and punctual attendance at lectures and related seminar (if any) is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted. Please inform your lecture if you are unable to attend the class, and arrange for a classmate to collect any handouts.

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

.....
HEAD/DEAN OF DEPARTMENT/SCHOOL

(Signature)



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY**
School of Business

COURSE SYLLABUS
Course Name: Internship
Course Code: **BA153IU**

1. General information

Course name	- (in English) <i>Internship</i> - (in Vietnamese) <i>Thực tập</i>
Course designation	<i>This course aims to gain practical working experiences, School of Business requires students to attend an internship program. This internship allows students to apply knowledge and skills acquired from learning at the university to practise and solve real industry problems. This is an opportunity for students to apply what they have learned into the real-world context. This will help students to consolidate their learning and experience professionalism in actual context as a good preparation for future career.</i>
Course type	☐ General knowledge ☐ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	..... .....
Person responsible for the course	..... .....
Language	English
Relation to curriculum	☐ Compulsory ☐ Elective
Teaching methods	..... .....
Workload (incl. contact hours, self-study hours)	It is expected that the students will spend at least 32 full working days during the entire internship period. This time should be made up of reading, research, working on tasks in agreement and allocated by the student's mentor.

Credit points	3 credits (Theory: + Practice:) ECTS (<i>optional</i>)												
Number of periods	Theory: Practice:												
Required and recommended prerequisites for joining the course	None												
Course objectives	The internship will aim at the following objectives: ● Assist students' development of employer-valued skills such as teamwork, communications and attention to details. ● Expose students to a real life environment and expectations of performance in a professional career. ● Enhance and/or expand students' knowledge and skills by practicing them in real life context. ● Expose the students to professional role models or mentors who will provide the student with support in the early stages of career path and provide an example of the behaviors expected in the intern's workplace.												
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1. Consolidating theoretical knowledge that have been taught into practice</td></tr> <tr> <td>Skill</td><td>CLO2: Employ new professional skills CLO3: Observe and participate in business operations and decision-making</td></tr> <tr> <td>Attitude</td><td>CLO4. Meet professional role models and potential mentors who can provide guidance, feedback, and support CLO5. Expand network of professional relationships and contacts CLO6. Develop a solid work ethic as well as a commitment to ethical conduct and social responsibility</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1. Consolidating theoretical knowledge that have been taught into practice	Skill	CLO2: Employ new professional skills CLO3: Observe and participate in business operations and decision-making	Attitude	CLO4. Meet professional role models and potential mentors who can provide guidance, feedback, and support CLO5. Expand network of professional relationships and contacts CLO6. Develop a solid work ethic as well as a commitment to ethical conduct and social responsibility				
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Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session Teaching levels: I (Introduce); T (Teach); U (Utilize) <table border="1"> <thead> <tr> <th>Topic</th><th>Weight</th><th>Level</th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td></tr> <tr> <td> </td><td> </td><td> </td></tr> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table>	Topic	Weight	Level									
Topic	Weight	Level											

Examination forms	
Study and examination requirements	
Reading list	

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1	x						x	x	x	x
2			x							
3	x	x	x				x	x	x	x
4	x						x	x	x	x
5			x		x					
6				x		x				

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Individual written report	70% Pass	70% Pass	70% Pass	70% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Grading checklist for Written Plan			
Student:		HW/Assignment:	
Date:		Evaluator:	
	Max.	Score	Comments
Technical content (90%)			
Executive Summary	5		
Product/Service Feasibility	15		
Business Strategy and Competitor Analysis	30		
Marketing Strategy	15		
Financial Plan	15		
Implementation Plan	10		
Presentation (10%)			
Clear, attractive, and persuasive presentation	5		
Professional attitude	5		
TOTAL SCORE	100		

6. **Date revised:**

7. **Course coordinator/Lecturer**

- School/Department:
- Email:

.....
HEAD/DEAN OF DEPARTMENT/SCHOOL
(Signature)



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY**
School of Business

COURSE SYLLABUS

Course Name: Specialized Internship

Course Code: **BA255IU**

1. General information

Course name	- (in English) <i>Specialized Internship</i> . - (in Vietnamese) <i>Thực tập chuyên sâu</i>
Course designation	<i>The "Specialized Internship" course is a capstone experience designed for senior students in the School of Business, aiming to bridge the gap between academic theories and real-world business practices. This dynamic course provides students with the unique opportunity to apply their academic knowledge and skills in a professional setting, facilitating a deep engagement with industry-specific challenges and solutions. By participating in this internship, students will gain invaluable practical experience, develop professional competencies, and enhance their understanding of business operations and management within their field of study.</i>
Course type	☐ General knowledge ☐ Fundamental ☐ Specialized knowledge ☐ Internship/Project/Thesis ☒ Others:
Semester(s) in which the course is taught	Semester 1- Fourth Year
Person responsible for the course	..... .....
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Combines experiential learning in real-world settings with reflective practice and mentorship, fostering critical thinking, professional growth, and practical application of academic knowledge

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 190 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): Internship Placement: 100 hours (practical work experience in a business setting) Meetings with Academic Advisor: 12 hours (1 hour per week for guidance, reflection, and feedback) Professional Development Workshops: 8 hours (pre- and post-internship workshops) Private study including examination preparation, specified in hours: Reflective Report Writing: 30 hours (2.5 hours per week for report entries and reflection) Preparation for Meetings with Advisor: 12 hours (1 hour of preparation for each weekly meeting) Final Project or Report Preparation: 28 hours (includes compiling experiences, learnings, and analysis into a comprehensive report or presentation)
Credit points	3 credits (Theory: + Practice:) ECTS (<i>optional</i>)
Number of periods	Theory:0 Practice: 3
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name)..... - Corequisites: (Course code – Course name) - Previous course (Course code – Course name)
Course objectives	The internship will aim at the following objectives: Apply Academic Knowledge to Real-World Problems Develop Professional Skills and Competencies Gain Valuable Industry Experience Build Professional Networks Navigate the Transition from Academic to Professional Life

Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Analyze and synthesize theoretical knowledge with practical experiences to understand industry-specific challenges and apply best practices within a professional setting during the internship.	
	Skill	CLO2: Enhance and apply critical professional skills such as communication, problem-solving, and teamwork, demonstrating adaptability and a significant contribution to the workplace through successful completion of projects and tasks.	
	Attitude	CLO3: Reflect on and adjust personal and professional behavior to show a proactive work ethic, initiative, and accountability, while actively seeking and incorporating feedback for continuous learning and improvement throughout the internship period	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Orientation and Introduction to Professional Practice	10%	I
	Goal-Setting and Expectations for Internship	5%	I
	Professionalism and Workplace Etiquette	10%	I
	Communication Skills in the Workplace	10%	T
	Problem-Solving and Critical Thinking in a Professional Context	10%	T
	Teamwork and Collaboration in Business	10%	T
	Reflective Practice and Journaling	10%	T
	Mid-Internship Review and Feedback Session	5%	T
	Networking and Building Professional Relationships	10%	U
	Career Development and Transitioning from Academic to Professional Life	10%	U
	Final report and Delivery	10%	U
Post-Internship Debrief and Reflective Learning	10%	U	
Examination forms	Individual written report		

Study and examination requirements	
Reading list	

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO					
CLO	1	2	3	4	5	6
1	X	X	X	X	X	
2		X	X	X	X	X
3					X	
x						

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Orientation and Introduction	1	Orientation session, Introduction to internship objectives and expectations.	Attendance, Participation in orientation activities	
2-14	Industry placement	2,3	Internship	Reflective journal entry on professionalism.	
15	Internship review and feedback	1,2,3	One-on-one meeting with academic advisor	self-assessment report, Supervisor feedback form.	

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Individual written report	70% Pass	70% Pass	70% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	Pass	Resubmit	Fail
Adherence to Guidelines	Report follows all specified guidelines, including format,	Report follows most guidelines, but there are some deviations that need correction.	Report fails to adhere to multiple guidelines, lacks required sections,

	structure, and content requirements.		or is improperly formatted.
Depth of Analysis	Analysis is thorough, with detailed examples and a comprehensive understanding of experiences and theoretical applications.	Analysis shows an understanding of the topic but lacks detail or depth in certain areas.	Analysis is superficial, with little to no detail or significant misunderstandings.
Clarity of Expression	Ideas are expressed clearly and concisely, with a logical flow and no ambiguity. Language is professional and appropriate to the context.	Ideas are mostly clear, but there are occasional lapses in logic or clarity that need refinement.	Ideas are poorly expressed, with frequent confusion, lack of clarity, and language that is not suitable for a professional context.
Coherence of Ideas	Ideas and arguments are well-organized and logically connected, forming a cohesive narrative throughout the report.	Some ideas may be disjointed or lack clear connections, requiring further organization.	Ideas are scattered and incoherent, with no clear narrative or logical sequence.
Quality of Reflection	Reflections are insightful, demonstrating deep engagement with the learning experience and personal and professional growth.	Reflections are present but require deeper insight or connection to personal and professional development.	Reflections are minimal, lacking insight, or do not relate to the internship experience.

Pass: The report exemplifies all the criteria in the "Pass" column, with no major areas needing improvement.

Resubmit: The report shows potential but does not fully meet the standards. Feedback will be provided, and the student is expected to revise and resubmit the report by the given deadline.

Fail: The report meets the criteria in the "Fail" column for one or more categories. Significant revisions are required, and the student should consult with their Academic Director or Supervisor for guidance before resubmission

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

.....
HEAD/DEAN OF DEPARTMENT/SCHOOL
(Signature)



A/Prof. Ha Minh Tri



**VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY**
School of Business

COURSE SYLLABUS

Course Name: Thesis
Course Code: BA170IU

1. General information

Course name	- <i>(in English) Thesis</i> - <i>(in Vietnamese) Luận văn tốt nghiệp</i>
Course designation	<i>In the Bachelor Thesis course you show your acquisition of competences as mentioned in the intended learning outcomes of the BA-programme in Business Administration.</i> <i>If you have obtained 114 credits in the scheduled study pace you can start in April (4th quartile,); otherwise you start in September (if you could not do so in April).</i> <i>The Bachelor Thesis course enables you to explore a topic of interest in detail and to demonstrate gaining in-depth knowledge and competencies as mentioned in the intended learning outcomes of the BA programme.</i>
Course type	☐ General knowledge ☐ Fundamental ☐ Specialized knowledge ☒ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	● Semester 1 (August) ● Semester 2 (December)
Person responsible for the course	BA's lecturers
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Research project, presentation, mid-term report, final thesis

Workload (incl. contact hours, self-study hours)	<i>Note: The specific time will be changed basing on academic calendar</i> <u>Semester 1:</u> • August 21 – August 27: register the thesis's topic. List of thesis students and supervisor: School of Business confirms on September 5th, 2023. • September 5: start doing the thesis. • October 16 – October 21: oral defense of the thesis's proposal. • November 20: report midway progress schedule for thesis accomplishment and get the supervisor approves. • January 3: submit thesis and get the supervisor approved. • January 29 – February 02: oral defense of the thesis. • March 18: submit final version. <u>Semester 2:</u> • December 18 – December 23: register the thesis's topic. List of thesis students and supervisor: School of Business confirms on January 08. • January 08: start doing the thesis. • March 4 – March 09: oral defense of the thesis's proposal. • April 08: report midway progress schedule for thesis accomplishment and get the supervisor approves. • June 03: submit thesis and get the supervisor approved. • July 08 – July 13: oral defense of the thesis. • July 22: submit final version. (Estimated) Total workload: 12 credits Contact hours (please specify whether lecture, exercise, laboratory session, etc.): at least 4 meetings with at least 6 hours total. Private study including examination preparation, specified in hours¹: at least 50 hours
Credit points	12 credits (Theory: 12 + Practice: 0) ECTS (<i>optional</i>)
Number of periods	Theory: 6 Practice: 6
Required and recommended prerequisites for joining the course	- Prerequisites: • BA161IU – Business Research Methods • BA153IU – Internship • Complete 100 credits • Already have specialization.

Course objectives	Upon finalizing the Bachelor Thesis course you are expected to show proficiency in: • Formulating a research question; • Applying fundamental business management concepts and/or theories to analyze the research question; develop a research framework (model if applicable); and/or design a solution for a business problem; • Adopting a coherent research design, and using appropriate data collection and analysis techniques for the validation of the empirical findings (if applicable); • Demonstrating the scientific contribution and practical relevance of the research carried out; • Providing a consistent, well- structured and -argued text of a Bachelor Thesis article; • Planning and managing your own learning process; and • Presenting and defending results of your Bachelor Thesis course during the Students' Bachelor Thesis Presentation.								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1" data-bbox="446 940 1399 1245"> <thead> <tr> <th data-bbox="446 940 695 982">Competency level</th><th data-bbox="695 940 1399 982">Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td data-bbox="446 982 695 1056">Knowledge</td><td data-bbox="695 982 1399 1056">CLO1: Understand Marketing concepts, theories, models, research approaches</td></tr> <tr> <td data-bbox="446 1056 695 1171">Skill</td><td data-bbox="695 1056 1399 1171">CLO2: Apply these concepts, theories, models, and research approaches to a specific case of organisations or objects.</td></tr> <tr> <td data-bbox="446 1171 695 1245">Attitude</td><td data-bbox="695 1171 1399 1245">CLO3: Follow ethical issues in data collection and analysis.</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Understand Marketing concepts, theories, models, research approaches	Skill	CLO2: Apply these concepts, theories, models, and research approaches to a specific case of organisations or objects.	Attitude	CLO3: Follow ethical issues in data collection and analysis.
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Understand Marketing concepts, theories, models, research approaches								
Skill	CLO2: Apply these concepts, theories, models, and research approaches to a specific case of organisations or objects.								
Attitude	CLO3: Follow ethical issues in data collection and analysis.								
Content	The Bachelor Thesis course is a research-oriented assignment, with justified choices towards theoretical, empirical, or design contribution to existing knowledge within the Business Administration field of inquiry. NB! As oriented towards knowledge development, the Thesis cannot be treated as a confidential document. In case of sensitive empirical data, it is your responsibility to ensure the anonymity of the data, analysis, and results. It is also your responsibility to reach a consensus with the hosting organization on a public version of the thesis. This particularly applies to external assignments. Students will work with their supervisors to agree on the topic of research.								

	Name of Supervisor 1	Name of Student 1
	Date of Signed	Date of Signed
<u>Assessment:</u> The proposal will be assessed with three options: Accept, Revise and Resubmit The final Thesis paper will be assessed using a Thesis Defense Assessment Form by a committee (including a supervisor) comprising of three members (including a Chair, a Member and a Secretary). The accepted marks will be at least 50 and the mark gap among committee members cannot be over 20. <i>Appendix 1: Thesis Defense Assessment Form</i> shows the thesis evaluation form that thesis committee members will use to evaluate the final version of the thesis. Each member fills in the evaluation form (Appendix 1) separately; and after the presentation of the thesis, all members discuss the final mark. <i>Appendix 1: Thesis Defense Assessment Form</i>		
INTERNATIONAL UNIVERSITY SOCIALIST REPUBLIC OF VIETNAM SCHOOL OF BUSINESS Independence - Freedom - Happiness		
BA Thesis Defense Assessment Form		
Student's Name:		Student ID:
Specialization:		Date of defense:
Title of Thesis:		
Supervisor's name:	Committee members' name:	

No.	Criteria for Assessment	Max score	Rating	Comments
1	Introduction/ Research Question	10		
2	Literature Review	20		
3	Methodology	15		
4	Analysis/ Presentation of Results	20		
5	Discussion and Implications	20		
6	Originality – Scientific Thinking <i>(Personal engagement, originality, depth of understanding, flair, etc.)</i>	5		
7	Presentation and Q&A	10		
8	Bonus scores	10		
	TOTAL SCORES*	110		

*** Note: - Fraud and plagiarism:** Both practices are prohibited. All quotes should contain a reference to their original source. A mandatory "0" mark must be given for the thesis, which contains improper copying (plagiarism) from any source, including the internet. **Maximum scores are 100.**

Please check the criteria for your evaluation in the following page.

Questions/ Additional Comments

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Signature of Committee Member:

Study and examination requirements	<i>Deliverables</i> <i>As a result of finalizing the Bachelor Thesis course you are expected to deliver:</i> • <i>A research proposal for your individual research project. This has to be presented in front of a committee for review and comments before further steps can be taken.</i> • <i>A mid-term report has to be ready delivered to the School of Business (see time-table)</i> • <i>A final thesis should be ready and delivered in due time.</i> • <i>Presentation of your results of the course at the Students Presentation.</i> <u>Thesis research project & supervision</u> <i>1. Finding a research project</i> <i>Students are free to work with their supervisors to identify the relevant topics for their research.</i> <i>2. Supervision</i> <i>You will receive guidance from the School of Business members whose responsibility is to give you a plan for completing your Thesis paper.</i> <i>3. Your role in this course</i> <i>Be pro-active and think in advance about your research interests in business studies; prepare all formalities and read necessary documents on time.</i> <i>Study activities in this course include individual work:</i> <i>Individual work – reading articles, writing your research proposal, conducting peer review of other research proposals, writing the Thesis (article), and presenting it at the Students Presentation.</i> <i>Academic conduct</i> <i>Along with the Thesis paper, students will submit a plagiarism report showing that the total sources must be smaller or equal 20% AND the single source must be smaller or equal 2%.</i>
Reading list	<i>Evans, D., Gruba, P., & Zobel, J. (2014). How to write a better thesis. Springer</i>

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

CLO	PLO					
	1	2	3	4	5	6
1		X	X	X		
2		X	X	X		
3		X	X	X	X	X

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Proposal defense	x	x	x
Mid-way report			x
Final defense	x	x	x
Meeting point			x

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

5. Rubrics

Criteria	Grade	Descriptive Anchors
Introduction/ Research Question	10	Includes clear description of the issue, identifies gaps in scientific knowledge and/or provides strong justification for the current research study. Clarifies study questions and, when relevant, provides clear defensible hypotheses.
	5	Research questions clearly articulated and sufficient background information included.
	1	Lacks a focused research question and importance is not justified. Topic outside of skill set or knowledge.
Literature Review	20	Identifies most key relevant, recent research and literature and accurately summarizes and integrates the information. Shows substantial critical views and insights about the concepts and discusses the relationships of things to the research problems.
	15	Shows recent articles related to the context and summarizes the development of the concepts.
	10	Cites major works and places them in the research context.
	5	Cites few works, outdated and not relevant to the research context.
	1	Fails to cite or assimilate previous works.

Methodology	15	Demonstrates deep understanding and proper use of methodology, identifies relevant strengths and weaknesses of methods used. Illustrates how to choose an appropriate data collection.
	12	Demonstrates clear understanding and proper use of methodology, gives good explanations for methods and sampling size and techniques.
	8	Demonstrates proficient knowledge of methodology and gives justification for selection of methods.
	4	The methodology is appropriate but fail to demonstrate the understanding and cannot give justification.
	1	The methodology is not appropriate for study and understanding is not demonstrated.
Analysis/ Presentation of Results	20	Results clearly summarized & interpreted in light of proposed research questions and existing literature. Includes alternative explanations and instructional tables and graphs, all well explained and discussed.
	16	Results clearly summarized, discussion of results focused and tied to research questions. Instructional tables and graphs included with good explanations and discussions
	10	Result is summarized, with discussion related to research question. Instructional tables and graphs included with explanations and discussions.
	4	Result and discussion included but not well explained and is not closely tied to research questions. Tables and graphs included with poor explanation and discussion.
	1	Presentation lacks focus, tables are unorganized, and results produce no insight into proposed questions.
Discussion and Implications	20	Clearly summarizes the key information gained from the study and describes advancement of knowledge or new insights on an issue. Sophisticated discussion of implications of findings for outreach, theory, and research.
	15	Clearly summarizes the key information gained from the study and describes advancement of knowledge or new insights on an issue. Good discussions of implications of findings for outreach, theory, and research.
	10	Discussions of results have focused and connected to research questions. Implications for future research discussed.

	5	Discussions of result have not fully focused and connected to research questions. Suggestion for future research is mentioned but not well stated.
	1	The new knowledge gained from the study and implications of the study are poorly discussed or irrelevant
Originality – Scientific Thinking	5	Show great efforts, innovative and imaginative in its dealings with the literature review, methodology, and/ or interpretation of the data. The Structure and flows of thesis are convincing and fascinating to pursue.
	3	Shows substantial personal engagement in the research, high level of understanding of the issues at stake
	1	Fails to show substantial efforts to obtain literature, use data and other necessary material and solve research related problems.
Presentation and Q&A	10	Slide clearly - well quotes - presentation professional - all questions are answered satisfactorily
	7	Slide clearly - well quotes - good presentation - most of questions are answered satisfactorily
	4	Slide clearly - good quotes - moderate presentation - students can answer question but explanation is not clearly and take long time to response.
	1	Poor slides - not well quotes - poor presentation - all questions cannot be answered
Bonus scores	10	“Acceptance letter” from an academic journal belong to the ISI/Scopus list or “Acceptance letter” for printing a Book Chapter from a Publisher
	8	“Acceptance letter” from an academic journal belong to the announcement list recognized by the State Council for Professor Title of Vietnam (non-ISI or non-Scopus journal).
	5	“Acceptance letter” from the academic conference

6. Date revised:

7. Course coordinator/Lecturer

- School/Department:
- Email:

.....
HEAD/DEAN OF DEPARTMENT/SCHOOL
(Signature)



A/Prof. Ha Minh Tri