Company Comparison Brochure
Assignment Guidelines

Important Dates:
- Work in Class: Wednesday,
- Work in Class: Thursday,
- Peer Review/Share: Friday,
- Due Date: Monday,

With a partner, you will create a brochure comparing a German and an American company. Your brochure should detail various aspects of both companies including company name, industry, products/services, founder, founding date, location, management, revenue, and size.

Step 1: Choose your companies. These should be companies that are related. For example: Mercedes and Cadillac, Gerolsteinner and Coca-Cola, Oetker and Betty Crocker, Nike and Puma. See your teacher for help (if needed) and before you begin your research, you MUST get your companies approved by your teacher.

Step 2 (in class on Wednesday): Research to find information for the following topics:
- Name der Firma
- Industrie/Branche
- Gründung
- Gründer
- Sitz (Stadt, Bundesland)
- Leitung
- Industrie/Leistungen /Produkte
- Umsatz
- Zahl der Mitarbeiter
- Webseite

Step 3 (in class on Thursday): Create a brochure comparing the companies. You should take the following into consideration:

- Brochure Considerations:
  - Writing: The language of the brochure will be graded using the assignment rubric
    - The following should be considered in planning your textual content:
      - Content: be sure to fully describe your career of choice
      - Structure: while this assignment is not an essay, you should still use a variety of complete sentences and organize your content in a meaningful manner
      - Vocabulary: use the vocabulary that we’ve looked at this week and look up any words that are unfamiliar
      - Accuracy: use correct grammar, check your spelling, watch capitalization and punctuation

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Dr. John D. Barge, State School Superintendent
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Visual: The visual quality of the brochure will also be graded using the assignment rubric.

- Imagery: the brochure should contain at least 5 images.
- Layout: the brochure should be well organized and visually appealing

**Broschüre: Deutsche und amerikanische Firmen**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Completion</td>
<td>Superior completion of the task; ideas well-developed and well-organized; relevant, telling, quality details gives the audience important information</td>
<td>Completion of the task; ideas adequately developed; supporting details and information are relevant, but one key portion is unsupported</td>
<td>Partial completion of the task; ideas somewhat developed; supporting details and information are relevant, but several key portions are unsupported</td>
<td>Minimal completion of the task and/or content undeveloped; support details and information are typically unclear or not related to the topic.</td>
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<tr>
<td>Comprehensibility</td>
<td>Text readily comprehensive, requiring no interpretation on the part of the reader</td>
<td>Text comprehensible, requiring minimal interpretation on the part of the reader</td>
<td>Text mostly comprehensible, requiring interpretation on the part of the reader</td>
<td>Text barely comprehensible</td>
</tr>
<tr>
<td>Vocabulary/Word Choice</td>
<td>Writer uses vivid words and phrases that linger or draw pictures in the reader’s mind, and the choice and placement of the words seems accurate, natural and not forced.</td>
<td>Writer uses vivid words and phrases that linger or draw pictures in the reader’s mind, but occasionally the words are used inaccurately or seem overdone.</td>
<td>Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.</td>
<td>Writer uses a limited vocabulary that does not communicate strongly or capture the reader’s interest. Writing does not feel authentic to the author.</td>
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<tr>
<td>Writing - Grammar</td>
<td>Control of basic language structures with occasional use of advance language</td>
<td>Control of basic language structures</td>
<td>Emerging control of basic language structures</td>
<td>Emerging use of basic language structures</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Spelling, capitalization, and punctuation are correct throughout the newsletter.</td>
<td>There are 1-2 errors in spelling, capitalization, or punctuation.</td>
<td>There are 3-4 errors in spelling, capitalization, or punctuation.</td>
<td>There are 5 or more errors in spelling, capitalization, or punctuation.</td>
</tr>
<tr>
<td>Attractiveness &amp; Organization</td>
<td>The newsletter has exceptionally attractive formatting and well-organized information.</td>
<td>The newsletter has attractive formatting and well-organized information.</td>
<td>The newsletter has well-organized information.</td>
<td>The newsletter’s formatting and organization of material are confusing to the reader.</td>
</tr>
<tr>
<td>Graphics/Pictures</td>
<td>Graphics go well with the text and there is a good mix of text and graphics.</td>
<td>Graphics go well with the text, but there are so many that they distract the text.</td>
<td>Graphics go well with the text, but there are too few and the newsletter seems “text-heavy”.</td>
<td>Graphics do not go with the accompanying text or appear to be randomly chosen.</td>
</tr>
</tbody>
</table>

**Points Earned:** ___________ **Score out of 32 possible points:** _________%