

## ***MKT 4360 Social Marketing Syllabus***

### **Course Information**

Course Number/Section: MKT 4360.001  
Course Title: Social Marketing  
Term: Spring 2022  
Days & Time: T/Th 11:30 – 12:45 p.m.

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### **Instructor Contact Information**

Instructor: Julie B. Haworth, PhD  
Office: JSOM 13.328  
Office Hours: M/T/Th 1-5 or by appointment  
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### **Teaching Assistant Contact Information**

TA: Brijesh Kapadia  
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### **Course Modality and Expectations**

Instructional Mode: This will be a face-to-face class; however, given university policy the class will be online until 2/4.

Course Platform: The class platform will be on MS Teams.

Expectations: My expectation for students is they will attend each class in person or online and learn from my class. I expect them to do all the assignments by the deadline or accept a penalty for late work. In addition, I expect students to be in constant contact with their team members.

Course Statement: I really love this class. As one student said, it gives me hope for myself and my community. In the past, community partners have been in awe of the work our students have done for them. Their eyes are typically opened to the possibilities to grow, expand and improve their efforts based on the class' recommendations. I believe that will be the case this semester. Also, don't be surprised if this course has a positive impact on you. Learning through service is a low-stakes opportunity to gather incredible new skills. Through the use of reflection, you will better understand the impact you have had on our community and the impact this project has had on you. Thank you for taking the class. I hope you enjoy and learn from it.

### **COVID-19 Guidelines and Resources**

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

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### **Classroom Conduct Requirements Related to COVID-19**

UT Dallas encourages all students to wear a face covering that covers the nose and mouth in all university buildings and classrooms.

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "What should I do if I become sick?" webpage)

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### **Class Attendance and Participation**

Regular and punctual class attendance and participation is expected regardless of modality. Students who fail to attend class regularly are inviting scholastic difficulty.

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### **Class Recordings**

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

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### **Class Materials**

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University

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### **Course Pre-requisites, Co-requisites, or Other Restrictions**

Pre-requisites:	MKT 3300 Principles of Marketing
Co-requisites:	None
Other Restrictions:	The course is open for JSOM business students.

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### **Course Description**

The purpose of this course is to complement theory and to provide an in-depth, hands-on experience in assisting with a community partner's marketing needs. Students will work in a team environment on real projects, interact and collaborate with faculty and industry advisors while analyzing the business problems and developing suitable solutions.

Students in this course will engage in a marketing project that addresses an opportunity or challenge in the social sector. The social sector includes nonprofit organizations, foundations, and other social enterprises. Students will be exposed to research, seminars, guest lectures, reflection, project planning and management as they may create marketing plans, advertising and social media campaigns, or fundraising strategies, for example, for a community partner. This course will address the required community engagement experience.

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## Students Learning Objectives/Outcomes

Upon successful completion of this course, students will be able to:

- Demonstrate critical thinking, research techniques and project management skills
  - Analyze data, developing meaningful reports and visualizations while providing recommendations for a real-world problem
  - Work with creative tools, write and provide effective presentations of plans
  - Delivering and Receiving Feedback and working effectively on teams
  - Communicate and work effectively in disciplinary or multi-disciplinary teams
  - Document, produce managerial reports and final results
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## Required Textbooks and Materials

Your workbook will be provided. Also, students need to research and collect information from various sources relevant to their project.

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## Suggested Reading Textbooks and Materials

Students will be expected to work with infographic platforms.

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## Required Tools

The faculty advisor will guide students on the necessary tools. However, students are required to use Microsoft Suite. For analysis, use "think-cell," an MS PowerPoint add-on that significantly decreases working time, hence creating a professional presentation. The think-cell is available to all UTD students for free (see link below)

## Useful Links

UTD think-cell software: <https://www.utdallas.edu/oit/howto/think-cell/>

UTD Library database tutorials: <https://libguides.utdallas.edu/jsom-video-tutorials>

EduSourced training: <https://edusourced.zendesk.com/hc/en-us>

EduSourced, companies submit projects to JSOM: <https://utsolv.edusourcedapp.com/submit>.

EduSourced training: <https://edusourced.zendesk.com/hc/en-us>

UTDsSolv Support: [utsolv@utdallas.edu](mailto:utsolv@utdallas.edu)

## *Tentative Schedule*

The following is a **tentative schedule**, followed as closely as possible, and changes will be announced.

Week	Discussions and Activities	Assignments & Due Dates
Jan. 18 and Jan. 20	<b>Faculty</b> <ul style="list-style-type: none"><li>● Course introduction and syllabus walkthrough.</li></ul>	

Week	Discussions and Activities	Assignments & Due Dates
	<ul style="list-style-type: none"> <li>• Chapter 1: Discuss Why Community Engagement is Important</li> <li>• Overview of Workbook (Serflection), EduSourced platform and templates.</li> <li>• Introduce structure for team, discuss strengths Finders concept and usage, student team meeting, frequency, and reporting.</li> <li>• Discuss the team charter, its components, and how to complete</li> <li>• Discuss kickoff meeting, professionalism, questions to ask clients, and set up a kickoff meeting.</li> <li>• Discuss Team Activity of Name Creation and Logo</li> </ul>	
Jan. 25 and Jan. 27	<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>• Chapter 2: Getting Started – Who Needs Your Help and the Impact on You</li> <li>• Understand how studies in your community might be able to be used as a backdrop to your research</li> <li>• KERA: One Crisis Away Introduction</li> <li>• Community Engagement Project Sponsor Presentation – Rescue-Party-Give Project (1/25)</li> <li>• Teams are formed</li> <li>• Discuss team charter purpose, its components for building synergy and commitment among team members.</li> <li>• Discuss the project and its primary components, critical success factors.</li> <li>• Kickoff meetings with the client.</li> <li>• Work on team and project charter and provide guidance.</li> <li>• Initial discussions with the sponsor about the scope and gather information about deliverables as input for the project charter.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Students work with faculty on project progress and deliverable.</li> <li>• Finalizing team charter and select a team leader (project manager).</li> <li>• Work on the project charter.</li> <li>• Track and manage project actions/issue.</li> </ul>	
Feb 1 and 3	<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>• Discuss Chapter 3: Self and Team Discovery Addressing Different Strengths in your Team</li> <li>• Discuss Team Activity/Game</li> <li>• Discuss methods and approaches in managing the projects, what to watch for to ensure proper and on-time delivery.</li> <li>• Establish format and schedule weekly meeting cadence with the sponsor company.</li> <li>• Guide students on project charter and prepare for delivery.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Work on the project charter.</li> <li>• Track and manage project actions/issues.</li> <li>• Discuss project issues with faculty and get guidance.</li> <li>• Assess and refine project charter document.</li> </ul>	Team charter due 2/3
Feb 8 and 10	<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>• Chapter 4: Uncovering Community Need Insights</li> <li>• RPG Clients available at 12:15 p.m.</li> <li>• Discuss Project Plan and its components and how to complete and deliver the results</li> </ul>	Team Logo and Name is Due 2/8

Week	Discussions and Activities	Assignments & Due Dates
	<ul style="list-style-type: none"> <li>• Discuss how to identify the project's major activities, deliverables, set expectations, identify possible risks.</li> <li>• Discuss how to break a complex task into small and manageable tasks.</li> <li>• Develop preliminary WBS and project schedule.</li> <li>• Start weekly meetings with sponsor companies to obtain data and necessary information for the project.</li> <li>• Discuss scope management and its component and how to complete and deliver the results.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Work with faculty on how to set up and manage the project.</li> <li>• Provide a status report of their projects, data gathering activities, outcomes of weekly meetings with sponsors (if permitted previously).</li> <li>• Identify weekly activities and plan accordingly.</li> <li>• Assess and refine project plan documents.</li> <li>• Review preliminary milestones and deliverables with faculty.</li> </ul>	
Feb 15 and 17	<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>• Discuss the project plan to ensure it is ready to be delivered.</li> <li>• Discuss Team Activity/Game</li> <li>• Address students' issues and possible issues related to the client.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Track and manage project action items and discuss project issues (if any) with faculty and get guidance.</li> <li>• Provide a status report of their projects, data gathering activities, outcomes of weekly meetings with sponsors (if permitted previously).</li> <li>• Identify weekly activities and plan accordingly.</li> <li>• Review all milestones and deliverables with the faculty.</li> <li>• Review and sign off project plan by faculty and sponsor company.</li> </ul>	Project Charter Due 2/15
Feb 22 and 24	<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>• Chapter 5: Managing the Project</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Track and manage project action items and discuss project issues (if any) with faculty and get guidance.</li> <li>• Teams provide project status update and work with faculty on the latest interactions with the client</li> <li>• Identify weekly activities and plan accordingly.</li> </ul>	
Mar 1 and 3	<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>• Chapter 6: Completing Project Deliverables While Picking Up Some New Skills and Understanding</li> <li>• Guide students on project progress and deliverable.</li> <li>• Clients to discuss project plan</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Track and manage project action items and discuss project issues (if any) with faculty and get guidance.</li> <li>• Teams provide project status update and work with faculty on the latest interactions with the client (if permitted previously).</li> <li>• Identify weekly activities and plan accordingly.</li> </ul>	
Mar 8 and 10	<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>• Chapter 7: Telling Your Story Through a Written Report and Live or Virtual presentation</li> </ul>	Project Plan Due 3/8 Team Activity/Game Due 3/10

Week	Discussions and Activities	Assignments & Due Dates
	<ul style="list-style-type: none"> <li>• Review Past Marketing Plans</li> <li>• Guide students on project progress and deliverable.</li> </ul>	
Mar 15 and 17	Happy Spring Break!	
Mar 22 and 24	<p>First Draft of Marketing Plans DUE</p> <p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>• Discuss First Draft of Marketing Plans</li> <li>• Provide formal updates on midterm status with faculty and sponsors.</li> <li>• Discuss project audit to ensure things are going according to plan.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Track and manage project action items and discuss project issues (if any) with faculty and get guidance.</li> <li>• Provide project status update and work with faculty on the latest interactions with the client</li> <li>• Identify weekly activities and plan accordingly.</li> <li>• Provide formal presentations regarding work completed, work remaining, progress to plan and resolve any issues that can impact successful completion.</li> </ul>	
April 5 and 7	<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>• Discuss how to manage disruption and risk.</li> <li>• Relate disruption and risk topics as applicable to specific projects.</li> <li>• Guide students on project progress and deliverable.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Track and manage project action items and discuss project issues (if any) with faculty and get guidance.</li> <li>• Teams provide project status update and work with faculty on the latest interactions with the client (if permitted previously).</li> <li>• Identify weekly activities and plan accordingly.</li> </ul>	First Draft of Marketing Plans Due (4/7)
April 12 and 14	<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>• Discuss how to analyze collected data from the client and complete the analysis, test theories and build infographics</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Track and manage project action items and discuss project issues (if any) with faculty and get guidance.</li> <li>• Provide project status update and work with faculty on the latest interactions with the client (if permitted previously).</li> <li>• Identify weekly activities and plan accordingly.</li> <li>• Develop preliminary findings and review the recommendations with the faculty.</li> </ul>	
April 19 and 21	<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>• Chapter 8: Evaluation and Celebration</li> <li>• Discuss survey “Student skill assessment” and its purpose.</li> <li>• Discuss Team Celebration</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Track and manage project action items and discuss project issues (if any) with faculty and get guidance.</li> <li>• Provide project status update and work with faculty on the latest interactions with the client (if permitted previously).</li> <li>• Identify weekly activities and plan accordingly.</li> </ul>	

Week	Discussions and Activities	Assignments & Due Dates
	<ul style="list-style-type: none"> <li>Present preliminary findings and recommendations to sponsor companies.</li> <li>Obtain company input and guidance regarding preliminary recommendations.</li> </ul>	
April 26 and 28	<ul style="list-style-type: none"> <li><b>Faculty</b></li> <li>Chapter 9: Project Impact and Your Resume</li> <li>Discuss Skills Assessment</li> <li>Assess “dry run” presentations and provide feedback to students.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Track and manage project action items and discuss project issues (if any) with faculty and get guidance.</li> <li>Provide project status update and work with faculty on the latest interactions with the client (if permitted previously).</li> <li>Identify weekly activities and plan accordingly.</li> <li>Provide project status updates, track action items/issues and work with faculty on what needs to be done.</li> <li>Students incorporate client feedback from preliminary findings update meetings as applicable.</li> <li>Students organize “dry run” final presentations with faculty.</li> <li>Complete the peer evaluation survey before the deadline.</li> </ul>	<p>Student skill assessment survey due 4/28</p> <p>Serflection Due 4/28</p>
May 3 and 5	<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>RPG presentation starting at 11:30 on 5/3</li> <li>Discuss and review final project presentation and provide guidance on improvements.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Provide project status updates, track action items/issues and work with faculty on what needs to be done.</li> <li>Students complete the final presentation and recommendations and review them with the faculty.</li> <li>Students recognize team members' performance and celebrate.</li> <li>Complete the peer evaluation survey before the deadline.</li> <li>Finalize the project presentation document/slides.</li> <li>Finalize the infographic.</li> <li>Review all documents with faculty to ensure completeness.</li> <li>Review all documents for proper formatting.</li> <li>Present the final presentation and recommendations to the client.</li> <li>Deliver the final project presentation, reports, and documentation to the client.</li> <li>Recognize team members' contributions and celebrate project closure</li> </ul>	<p>Peer evaluation survey Due 5/3</p> <p>Final project presentation due 5/3</p> <p>Final report (marketing plans, infographics to sponsor companies and on Elearning due 5/5.</p> <p>Team Celebration Due 5/5</p>

### Grading Policy

All members of the team are typically assigned the same score for all team deliverables. Note that overall course grades reflect performance in all aspects of the course (see below) and are more than just measuring project outcome or individual effort.

Grading Policy (also see rubric)		Scale	
<u>Individual Assignments:</u>			
Serflection Workbook	10	94–100% (517-550) A	75–78% (413-433) C+
Peer Evaluation*	50	90- 93% (495-516) A-	69 – 74% (380-412) C
		87–89% (479-494) B+	Below 69 F (379 and below)
		83 – 86% (473-478) B	
<u>Team Assignments:</u>		79 –82% (434-472) B-	
Team Charter	50		

Team Activities	15		
Project Charter	75		
Project Plan	100		
Final Report (Marketing Plan)	150		
Final Presentation and Infographic	100		
<b>Total</b>	<b>550</b>		

\* Input for the performance evaluation will be obtained from project teammates and JSOM project manager (if assigned). It is important to note that performance that is far below expectations may result in a student's removal from a project team and an individual or team final course grade of "F" or "I" regardless of actual numerical grades. Such a grade could be assigned for reasons that include but are not limited to the following:

- Lack of meaningful participation in team activities or lack of meaningful contribution to the team's work.
- Substantially unequal team member contributions.
- Unprofessional or unethical conduct (including actions while on project-related travel).
- Misuse of client-provided data or equipment for failure to return client-supplied equipment (if any).
- Poor peer evaluation.
- Actions that impede or hinder the progress of the project team or substantially unfinished project deliverables
- Unacceptable or incomplete final documentation/presentation

## Rubrics

The following rubrics will be used for assessing the overall quality of deliverables.

### Team Charter Rubric

Team charter defines the purpose of the team. It sets ground rules for working together, including expectations, communication frequency and methods, how decisions will be made, and how conflicts will be handled.

Measure	Poor (Score 0)	Fair (Score 1)	Good (Score 2-4)	Excellent (Score 5)	Score
Students will be able to define the mission and objectives of the team	The mission and objectives of the team are missing or not well defined	The mission and objectives of the team are lightly defined	The mission and objectives of the team are adequately defined	The mission and objectives of the team are thoroughly and clearly defined	
Students will be able to define the operating guidelines of the team	Operating guidelines of the team are missing or not well defined	Operating guidelines of the team are lightly defined	Operating guidelines of the team are adequately defined	Operating guidelines of the team are thoroughly and clearly defined	
Students will be able to define communication guidelines of the team	Communication guidelines of the team are missing or not well defined	Communication guidelines of the team are lightly defined	Communication guidelines of the team are adequately defined	Communication guidelines of the team are thoroughly and clearly defined	
Students will be able to define the roles and responsibilities of each member of the team.	Roles and responsibilities of team members are missing or not well defined	The roles and responsibilities of team members are lightly defined	The roles and responsibilities of team members are adequately defined	The roles and responsibilities of team members are thoroughly and clearly defined	
Total Score					

## Project Charter Rubric

Project Charter document provides a high level of information about the business problem and related items such as deliverables, milestones, or critical success factors.

Measure	Poor (Score 0)	Fair (Score 1)	Good (Score 2-4)	Excellent (Score 5)	Score
Students will be able to describe the project background and the overall business needs.	Project background and overall business needs explanation are either missing or are not enough.	Project background and overall business needs are lightly explained.	Project background and overall business needs are adequately explained.	Project background and overall business needs are thoroughly and clearly explained.	
Students will be able to describe the preliminary project scope, milestones, and assumptions.	Scope, milestones, and assumptions are either missing or are not enough.	Scope, milestones, and assumptions are lightly explained.	Scope, milestones, and assumptions are adequately explained.	Scope, milestones, and assumptions are thoroughly and clearly explained.	
Students will be able to describe the critical success factors and identify key stakeholders.	Critical success factors and key stakeholders are either missing or are not enough.	Critical success factors and key stakeholders are lightly explained.	Critical success factors and key stakeholders are adequately explained.	Critical success factors and key stakeholders are thoroughly and clearly explained.	
Students will be able to define the acceptance criteria clearly.	Acceptance criteria are either missing or are not sufficiently explained.	Acceptance criteria are lightly explained.	Acceptance criteria are adequately explained.	Acceptance criteria are thoroughly and clearly explained.	
Total Score					

## Project Plan Rubric

The Project plan is a detailed document that explains the project, scope, milestones, management approaches, and other important aspects of the project.

Measure	Poor (Score 0)	Fair (Score 1)	Good (Score 2-4)	Excellent (Score 5)	Score
Students will be able to explain both the project background and business needs in detail.	Project background and overall business needs explanation are either missing or are not enough.	Project background and overall business needs are lightly explained.	Project background and overall business needs are adequately explained.	Project background and overall business needs are thoroughly and clearly explained.	
Students will be able to explain scope, WBS, milestones, and assumptions in detail.	Scope, WBS, milestones, and assumptions are either missing or are not defined correctly.	Scope, WBS, milestones, and assumptions are lightly defined and explained.	Scope, WBS, milestones, and assumptions are adequately defined and explained.	Scope, WBS, milestones, and assumptions are thoroughly defined and clearly explained.	
Students will be able to explain assumptions, constraints, dependencies, and critical success factors in detail.	Assumptions, constraints, dependencies, and critical success factors are either missing or are not defined correctly.	Assumptions, constraints, dependencies, and critical success factors are lightly defined and explained.	Assumptions, constraints, dependencies, and critical success factors are adequately defined and explained.	Assumptions, constraints, dependencies, and critical success factors are thoroughly defined and clearly explained.	
Students will be able to explain in detail how various aspects of the project will be managed, including risks, actions, issues, HR, conflicts, communication, and acceptance criteria.	The explanation of how various aspects of the project will be managed throughout the lifecycle are either missing or not appropriately defined or are not relevant.	The explanation of how the various aspects of the project will be managed throughout the lifecycle is lightly defined and explained.	The explanation of how the various aspects of the project will be managed throughout the lifecycle is adequately defined and explained.	The explanation of how the various aspects of the project will be managed throughout the lifecycle is thoroughly defined and clearly explained.	
Total Score					

### Final Report (Marketing Plan) Rubric

The Final Report is a document that explains the business problem, the developed business solution with a series of relevant recommendations.

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)	Score
Students will be able to give a clear explanation of the business problem and its underlying reasons.	The report lacks a clear description of the business problem and underlying reasons.	The report lightly describes the business problem and underlying reasons but lacks clarity.	The report describes the business problem and underlying reasons adequately and with sufficient clarity.	The report describes the business problem and underlying reasons thoroughly and with great clarity.	
Students will be able to organize and structure their research data clearly and coherently.	Research data is poorly organized, lacks explanation and a clear structure.	Research data has a basic structure but still lacks clarity and coherence.	Research data is organized well, and the structure is described adequately and clearly, and coherently.	Research data is exceptionally organized and presented well in an evident and coherent fashion.	
Students will be able to report relevant solutions to the business problem that comply with the client's specifications.	The report lacks an explanation of the business solutions and is very vague.	The report lightly explains the business solution and still lacks details.	The report has an adequate explanation of the business solution with clear and relevant details.	The report has a great explanation of the business solution and provides excellent clarity with great details.	
Students will be able to give several solid recommendations to the client.	The report lacks solid recommendations or is not relevant, or is very vague.	The report provides several recommendations, which are not clear and seem very high-level.	The report has several recommendations, which are relevant and explained clearly.	The report has several solid and very detailed recommendations, which are very clearly explained.	
Total Score					

### Final Presentation Rubric

The final presentation is a series of slides that students present to the company at the end of the semester that capsule the business problem and the developed solution with its related business recommendations.

Measure	Poor (Score 0)	Fair (Score 1)	Good (Score 2-4)	Excellent (Score 5)	Score
Students will be able to create an executive summary slide.	The executive summary slide is either missing or very vaguely explains the overall project and its overall solution.	The executive summary slide lightly addresses the project and its overall solution.	The executive summary slide adequately addresses the project and its overall solution.	The executive summary slide thoroughly and clearly addresses the project and its overall solution.	
Students will be able to create a series of slides that explain the business problem.	A series of slides to address the business problem are either missing, not enough or vaguely explain the business problem, or are not relevant.	A series of slides to address the business problem lightly explain the business problem and seem lightly relevant.	A series of slides to address the business problem is relevant and explain the business problem adequately.	A series of slides to address the business problem is relevant and thorough and clearly explains the business problem.	
Students will be able to create a series of slides that describe the overall developed solution.	The slides to address the overall solution and recommendations are either missing or are very weak.	The slides to address the overall solution and recommendations are lightly done and appear to be weak.	The slides to address the overall solution and recommendations adequately explain the overall solution, and recommendations appear to be relevant and interesting.	The slides to address the overall solution and business recommendations are excellent, relevant, and very interesting.	

Measure	Poor (Score 0)	Fair (Score 1)	Good (Score 2-4)	Excellent (Score 5)	Score
Students will be able to wrap up the slide deck appropriately.	The conclusion slide is either missing or is very weak.	The conclusion slide slightly wraps up the presentation and is not strong enough.	The conclusion slide adequately wraps up the presentation and is strong.	The conclusion slide is detailed and very firmly wraps up the presentation.	
Total Score					

### Infographic Rubric

Wikipedia defines an infographic as a graphic visual representation of information, data, or knowledge intended to present information quickly and clearly.

Measure	Poor (Score 0)	Fair (Score 1)	Good (Score 2-4)	Excellent (Score 5)	Score
Students will be able to create a professional graphical poster.	Infographic is of poor quality and does not visually represent project information clearly.	Infographic is visually appealing but does not represent the project clearly.	Infographic is visually appealing and represents the project clearly	Infographic is an excellent visual representation of the project	
Students will be able to articulate the business problem graphically.	Infographic does not articulate the business problem graphically	Infographic somewhat represents the business problem	Infographic articulates the business problem graphically	Infographic represents the business problem clearly and explicitly	
Students will be able to show the overall developed solution graphically while maintaining an explicit look.	Infographic does not show the overall developed solution graphically and lacks an explicit look.	Infographic somewhat shows the overall developed solution graphically	Infographic very nicely shows the overall developed solution with an explicit look	Infographic is an excellent graphical representation of the overall developed solution and maintains an explicit outlook	
Total Score					

### Comet Creed

The UT Dallas student body voted on this creed in 2014. It is a standard that Comets choose to live by and encourage others to do the same: ***“As a Comet, I pledge honesty, integrity, and service in all that I do.”***

## Course Policy: Be Advised

### 1. General

- a. This course requires work on realistic and challenging business problems. Consequently, students should expect to spend a considerable amount of time outside of class working on their project. As a guideline, at least 10 hours of project work per week from each student is typically required for successful project completion. Students with extra-curricular obligations (especially jobs) should be aware that they will need to be available to meet with their teammates and fully participate in all course activities.
- b. Students are expected to attend and participate in all meetings with their instructor, client, and project team.
- c. Announcements or changes will be through the eLearning or UT Dallas email. It is student's responsibility to log into eLearning periodically (e.g., weekly, daily) and review the provided materials.
- d. Read the syllabus thoroughly and get familiar with the course policy, assignments, due dates, and expectations.
- e. Each student is assigned a team (usually five students) with a team lead who submits the reports/assignments before the due dates.
- f. Without exception, students MUST only communicate using their UTD email account (no exceptions).
- g. Any student who is found responsible for committing an act of academic dishonesty will receive a grade of "F" or "0" (zero) on that quiz, exam, assignment, project, or course.
- h. Projects in this course may involve meeting at the client's office or other location for meetings, presentations, or site visits. Students are expected to comply with all university policies related to off-campus travel (check the link to the UTD syllabus and policy at the end of this document for more information). Students are expected to conduct themselves with professionalism and comply with all university regulations when traveling or participating in activities at a client's site. Under no circumstances is a student obligated to participate in any off-

campus activity which, in their judgment, is unsafe or violates their moral or ethical beliefs. In such circumstances, the student should politely state their preference not to participate. Also, clients are expected to treat all students equally and respectfully. Students should feel free to report any concerns to their instructor.

- i. The instructor reserves the right to:
  - i. Change the grading policy without any notice due to unforeseen circumstances such as dishonesty, or cheating.
  - ii. Change the already published grades on eLearning and Galaxy if there has been a miscalculation.

## 2. Deliverables/Reports/Documents

- a. This course will use an online web-based system called EduSourced that is designed for the activities in project-based courses. All key course documents or materials will be available through EduSourced. Assignments (deliverables) will be submitted through this system as well as on Elearning.
- b. It is the student's responsibility to ensure having internet access to submit deliverables by the scheduled due dates. Deliverables must be submitted via EduSourced. Email submission of any assignment, deliverable, or document to instructor receives a grade of zero. Students receive a zero or "F" grade for any missed deliverable, and there will be no make-up.
- c. A late team deliverable submission is not accepted for grading and will result in no credit for all team members. This policy is strictly enforced because it is an integral part of the developing skills expected in the professional community. Teams are advised to have a procedure to make sure that team deliverables are submitted on time.
- d. Computer problems, lack of network access, and extended upload times for large documents are not acceptable excuses for late submissions. Do not submit documents a few minutes before the deadline. Instead, allow enough time if there is an issue with the system, internet, or document. Submitting deliverables well ahead of deadlines is the best way to avoid complications due to unexpected, last-minute problems.
- e. Each student is responsible to ensure submitted documents have been uploaded correctly and are available online to the instructor and other stakeholders. In case of a difficulty uploading documents to EduSourced, try changing the browser, clearing cookies and cache, and turning off pop-up blockers. If still unable to upload documents, then contact the JSOM helpdesk at 972-883-5800. Lastly, student may want to ask one of the team members to upload the document on time.
- f. Due to the diversity of projects and activities in this course, students/team members are expected to communicate to their instructor about any issues they feel may affect their performance in this course (e.g., team members).
- g. Students are expected to complete related surveys as part of a course assignment. The results of the survey will be used to help improve the course. Once data is collected, student names will be disassociated from the results.

## 3. Confidentiality & Intellectual Property

- a. Students MSUT always treat sponsor information with care, regardless of the existence of an agreement or non-disclosure agreement. In particular, students should make confidentiality requirements a priority when using computer resources (e.g., email, file storage, social media). Additionally, all publicly presented materials must be cleared by the client first. If student has any doubts about these matters, consult with the instructor immediately.
- b. Before the start of the project, students may need to sign a memorandum of understanding (MOU), non-disclosure agreements (NDA), or intellectual property (IP) agreement with the client/sponsoring companies. Consult with the instructor before signing any type of agreement.
- c. Student teams use the EduSourced platform for the secure storage of documents related to the project. Web-based storage services such as Google Drive or Dropbox should NOT be used without the client's approval.

## Deliverables and Project Details

The following guidelines are designed to ensure all files/documents are appropriately named, formatted, and all submitted documents follow proper templates. Adherence to the guidelines below is required, and **one point will be deducted for each non-compliance (no exception)**. Be advised that point deduction can multiply.

### A. File Naming Convention

Use the following guideline to name the files correctly before submission.

1. JSOM, Company Name, Document Description (e.g., charter, plan)
2. Version Number (preceded by the letter "v" in lower case)

Example: JSOM-Pepsico-Charter-VI.docx

## B. Formatting Documents (MS Files)

Throughout the semester, students will use predefined templates to prepare specific deliverables such as project charter or project scope. Microsoft Office products such as Word, Excel, PowerPoint, and MS Project are required for completing such assignments. Adherence to the guidelines below is required, and **one point will be deducted for each non-compliance (no exception)**.

**Note:** please maintain the format of each template and name files according to the naming convention scheme.

- a. Always submit original Microsoft files only (Word, Excel, PowerPoint, or Project). No PDF file is acceptable.
- b. DO NOT change the format of the templates (e.g., fonts, headers, size)
- c. Often students use "Google Docs" for collaboration between team members. Thus, be advised that the formatting will typically be stripped when the document is downloaded. This means that the document will not have the same formatting as the original template. In that case, copy the content and paste them back into the original template. If student submits the "google docs" version without the proper formatting, the entire deliverable will receive a grade of Zero.
- d. Templates have headings such as "Project Scope" or "Project Risks." Make sure to write at least a paragraph before listing any bullets or adding a table, or a graphic, or a chart.
- e. All tables, diagrams, charts, and graphics are numbered sequentially. Each table should have a number, and refer to it within the content area. For example, the paragraph should not have "see table below," instead you should have "see Table 1" or "see Diagram 1" or "Table 1 indicates that..." or "Diagram 1 indicates that..." and the letter "T" or "D" of each word should be capitalized.
- f. An assignment or a deliverable may require the use of Microsoft Excel. So, always use "print preview" and visually inspect the formatting of the data to ensure tables are not broken into several pieces or span onto several pages. Sometimes, student may need to change the font size or margins or select a landscape rather than portrait format, so tables appear correctly and preferably on one page (use your best judgment for formatting).

## C. PowerPoint Slide Presentation

Each assigned project should be planned, executed, and completed. At the end of the semester, students present their recommended solutions to their clients (the company's senior management). Use the following guidelines to help to develop a compelling slide presentation. Adherence to the guidelines below is required, and one point will be deducted for each non-compliance (no exception).

- a. Make sure all slides are numbered sequentially and keep the overall look and feel of slides professional.
- b. The presentation should start with an "Executive Summary" slide. Students are encouraged to research it on Google and find out more about developing a compelling executive summary slide.
- c. Add as many slides as necessary to showcase **the overall solution, which is the HEART of the presentation**.
- d. A typical slide presentation for such deliverable is about 10+ slides (use your judgment).

## UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

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*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*