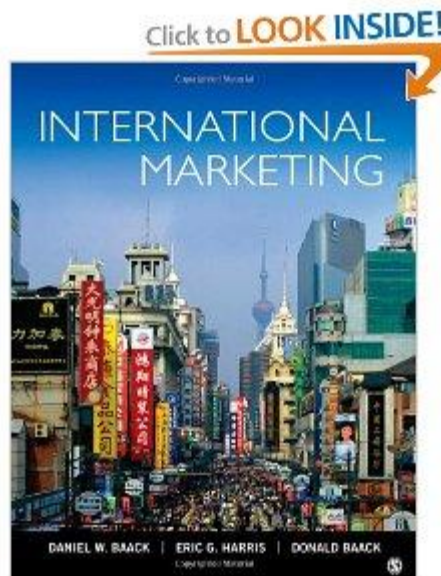




Pre-requisites: BA 3365 and MATH 1326.



Required Text:

***INTERNATIONAL MARKETING*** (Baack, Harris, Baack)

- **Hardcover:** 583 pages
- **Publisher:** Sage Pubns; 1 edition (February 7, 2012)
- **Language:** English
- **ISBN-10:** 1452226350
- **ISBN-13:** 978-1452226354

**Suggested Supplementary Materials:** *Advertising Age/Ad Age Global* (adage.com), *The Financial Times* (international to resources and relevant online articles will be provided through eLearning. Other sources are *The Wall Street Journal*, *Times of India*, *Marketing Week*, *Campaign*, *International Herald Tribune*, *Bloomberg Business Week*, *Forbes*, *Straits Times* (Singapore), *Times* (London), *The Guardian* (UK), *The Australian*, *The National Post & Globe & Mail* (Canada), *La Prensa* daily newspaper; ft.com) and *The Economist* (weekly magazine, economist.com) are excellent sources of information on the topics that will be discussed in this course. They are available through the online McDermott Library resources. Additional links (Argentina), *The Irish Times*, to name only a few sources. If you need more ideas/sources, please consult the friendly and multilingual staff at the McDermott Library.

The news aggregator **newsmap.jp** provides a customizable front page with headlines from the US and 15 other countries. I strongly recommend bookmarking the site.

**Course Objective:**

To paraphrase the textbook description on Amazon, whether you choose to pursue marketing careers, you will learn how marketing managers can affect other business functions for effective corporate performance on a global basis and how to work effectively with others for the same corporate goal. My goal is to bring *timely* coverage of various economic and financial as well as marketing issues that arise from the acutely recessionary market environment in Europe and North America, and the burgeoning economies of Asia.

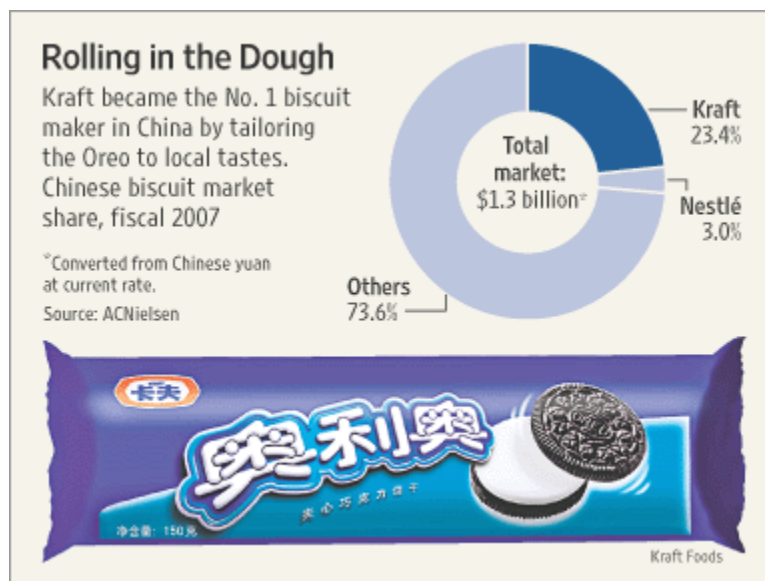


**Learning Outcomes:** Students will develop regard for human values and be able to make judgments based on ethical and environmental considerations. Students will recognize multicultural aspects of international societies in which we live, work and be familiar with knowledge and methods to deal with related problems.

**Class Format:** Class discussions of the respective chapter(s) will be based on the presentations provided by the textbook and edited by the professor. provided by the textbook publisher. The presentations will be available on in the course shell students to download after each class meeting. These will be mixed with other related issues with a strong emphasis on open discussion providing a forum for student questions and comments

*Students are expected to have read the assignments prior to the class session. Periodic pop quizzes will, I hope, reinforce the importance of this key portion of the course.*

*In addition, you are expected to keep up with major events that affect the world of global business, by reading online sources, watching at least a few minutes of the business news (online or on a TV), and staying on top of what's going on. You can sign up for free daily email updates from THE FINANCIAL TIMES, and twice-weekly updates from THE ECONOMIST, for two; the NEW YORK TIMES Business Section offers similar services, as do others. Just because it's not in the book doesn't mean you aren't expected to know it. Knowledge—especially current knowledge—is power.*



Most international business issues are non-routine and unstructured. This is your opportunity to use what you have learned in lecture and other classes to solve problems presented in the case. The quality of the case analysis usually determines the quality of the solutions. The primary responsibility for the quality of the case analysis comes from the student participants.

### **Academic Professionalism**

You are expected to exhibit the highest level of professionalism and courtesy in and out of class. Some of the discussions may include controversial topics and you are expected to respect and attempt understanding of all views, including the ones not similar to your own.

You are paying a substantial amount of money to take this class; demand that you get your money's worth:

□ Please silence all mobile devices. **Your cell phones should be in your pockets or your book bag/back pack.** Cell phones on the desk are a distraction to you and other students. The first time I hear a cell phone, the student gets a warning. Second time, both the student and the phone are excused for the remainder of class—yes, even during an exam.

If you absolutely, positively **MUST** take a life -or -death phone call during class, **LEAVE THE ROOM.** Do not just “whisper”—we can all hear you. Our classrooms have excellent acoustics and while some class members would no doubt be fascinated to hear about your weekend plans, only one person has the floor at a time. In most cases, that would be I, your instructor.

### **Plagiarism is stealing. Stealing is against University policy and enforced rigorously in this class.**

Please be aware that anyone who commits an act of scholastic dishonesty is subject to disciplinary actions. Given that this course is writing-intensive, the primary concern is **plagiarism – defined as not giving credit to others’ work and representing such work as one’s own.** In other words, stealing work done by another and putting your name on it

Operationally, if words are copied verbatim, they must be placed in quotation marks and properly documented –with an APA in-text citation AND a reference list at the end of your work. Direct quotes should also provide a page number. Quotation marks and page numbers are not necessary when you paraphrase someone else’s work using your own words. But they **must** be attributed/cited according to APA guidelines. Otherwise, it’s plagiarism.

You are required to still give credit to the origin of these paraphrased ideas. Failure to do so consists of plagiarism. You are responsible for knowing and adhering to the University policies. Claiming not to know the meaning of the word “*plagiarism*” is not an acceptable defence. See <http://www.utdallas.edu/student/slife/dishonesty.html>. See an advisor or the SOM Writing Lab for further explanation, if necessary.

*You should also know that UTD plagiarism policy extends to work you have done for other classes and submit in response to assignments in this one. In other words, don’t recycle.*

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Week	Textbook Reading	Graded Assignments	Milestones and Key Events
1 Wed 29 Aug	Syllabus Review; Chapters 1& 2 International Marketing/Country Selection	Threaded Discussion	First Class
2 Wed 05 Sept	Chapter 4:Markets & Segmentation	Threaded Discussion	
3 Wed 12 Sept	Chapter 5: International Positioning	Threaded Discussion	
4 Wed 19 Sept	Chapter 7: International Product & Brand Marketing	Threaded Discussion	
5 Wed 26 Sept	Chapter 8: International Product Standardisation & Adaptation	Threaded Discussion	
6 Wed Oct 3	Chapter 9: International Pricing	Threaded Discussion	

7 Wed 10 Oct	<b>Midterm Exam; bring Scantron</b>  Chapters 1-2; 4-5; 7-9 + in-class material		<b>Midterm Week</b>
8 Wed 17 Oct	Chapter 10: International Finance and Pricing Implications	Threaded Discussion	
9 Wed 24 Oct	Chapter 11: Int'l Marketing Channel Mgmt  <b>1<sup>ST</sup> Case Study Analysis due on or before 24 Oct at 11:59 pm.</b>	Threaded Discussion	<b>1<sup>ST</sup> Case Study Analysis due on or before 24 Oct at 11:59 pm.</b> (must be submitted online through Assignments Tab in the Course Shell) <b>NO EMAILS</b>
Wed 31 Oct	Chapter 12: Distribution/Exporting & Retailing	Threaded Discussion	
Wed	Chapter 13: Globally Integrated Marketing Communications	Threaded	

07 Nov		Discussion	
Wed 14 Nov	Chapter 14: Sales Promotions & P.R.	Threaded Discussion	
Wed 21 Nov	<p><b>NO CLASS</b></p> <p>It's the day before Thanksgiving and I'm not stupid enough to believe anyone would actually show up.</p> <p><b><u>Case Study is still due at 11:59 pm tonight</u></b></p>	<p><b>NO CLASS</b></p> <p>Threaded Discussion</p>	<p><b>NO CLASS</b></p> <p>2nd Case Study Analysis due on or before 21 Nov at 11:59 pm. (must be submitted online through Assignments Tab in the Course Shell) <b>NO EMAILS</b></p>
Wed 28 Nov	Chapter 15: International Marketing Planning & Sales Management	Threaded Discussion	
Wed 05 December	Chapter 16: International Marketing Planning, Organisation and Control	Threaded Discussion	
Wed 12 December	<p><b>FINAL EXAM Covers Chapters 10-16 + in-course material</b></p> <p><b>Bring Scantron</b></p>		<b>COURSE ENDS</b>



96-100*	A+
90-95	A
80-89	B
70-79	C
60-69	D
<60	F

~~\*The A + Grading Rubric is posted in the Course~~  
Shell, providing much more detail as to what is  
expected for A+. There are NO other plus grades.  
A+ is it.



Exam 1-Midterm	15
Exam 2-Final	25
Average (Mean) of 2 Individual Int'l Business Case Study Analyses	20
Threaded Discussions	20
Average of 3 In-Class Pop Quizzes (3 highest out of 5 given)	15
In Class Exercises/Class Participation	05
TOTAL	100%

**\*There is NO extra credit available in this class.**

**I do NOT take attendance.** You are an adult and the best judge of where you need to be and when. **You do NOT need to provide excuses or notes for missing class (exceptions: exam days).** However, I can assure you that achieving an "A+" in this course is impossible (and even an "A" is highly unlikely) without regular attendance and active participation in class and online.

#### **Threaded Online Discussions and Class Participation**

The hybrid between classroom and online environment offers an exceptional opportunity to visit topic-related sites and discuss relevant issues. For this purpose, students will be asked to visit a variety of sites, report and discuss on their findings. The online discussions are an excellent tool for every student, from the shy to the gregarious, to participate in class discussions. You cannot do well in the course unless you participate fully on a week-to-week basis.

The Online Discussion requires your substantive participation, and will be graded on both **frequency** of participation and **quality** of the posts.

*Each student is required to post to each Online Discussion activity A MINIMUM OF TWO times during the week ON TWO DIFFERENT DAYS. TO RECEIVE MAX POINTS, THE FIRST POST SHOULD BE MADE NO LATER THAN THE THURSDAY AFTER WEDNESDAY'S CLASS. You will receive some (but not full) credit for initial posts made later than the day after class. After the initial post, you may make additional posts on any subsequent day and as many times as you wish. Post early. Post often.*

Why TWO different days? The Threaded Discussions are meant to be dialogues, not monologues. You are to engage and be engaged by the other posts I make and those of other students, and to respond in kind.

#### RUBRIC FOR GRADING THE ONLINE THREADED DISCUSSIONS:

Grading of the Online Discussion will be according to the following guidelines:

At the high end of the spectrum, to get an "A", (90 or above) there must be at least two or more substantive contributions. By "substantive" is meant postings that add something more to the discussion than has already been posted. This could be an elaboration on a previous comment, an explanation to help a fellow student, or a point of debate. You can agree or disagree with whatever has been already said in the discussion, as long as you back up your statement. "A" students are those who are providing leadership in the discussion throughout the week. They are also students who provide outside materials that reinforce and enrich the discussion, either in the form of links or in properly cited quotations from respected sources.

At the low end of the spectrum, no **participation** means an "F". **I can't grade what I can't see, so if you're not there, and don't post anything, I cannot grade you with anything but a "0."**

Being out of town is not an acceptable excuse for not posting. There are very places on this planet that do not offer Internet access. If your plans including visiting one of them, then you should ensure that your posts are complete before that trip to Pyongyang.

Moving up the scale, a "D" means, "meets minimum standards." You earn 60-69 in the discussion by just showing up and making minimal comments like "I agree" or "Good point,"

without adding any new thought to the discussion. At least, I know you're there and reading what's being discussed.

A "C" represents minimally adequate participation. If you are in the Online Discussion and say something new that adds to the discussion, you'll get a grade somewhere in the 70-79 range.

When you start making value-added comments during the week, then I can see you're getting the material and contributing to the class. That's worth a "B", or a grade in the 80-89 range.

**Remember: full participation means that in addition to posting a response to the topics presented, you will also respond to comments of the instructor and other students.**

**Points will be deducted if your week's first post is made later than the Tuesday following Monday's class.**

### Quality Posting Habits

If you are responding to a reading <b>your post should...</b>	<b>Summarise</b> what you saw as the <b>main point</b> , and <b>explain</b> what you thought of that main point and why.
If you incorporate research from the Internet, <b>you should...</b>	<b>explain</b> the search strategy used and why you think the link will be helpful for the group to look at
If you are responding to a classmate's post, <b>you should...</b>	Click on the individual's comment (this will indent the discussion); <b>Summarise</b> what the other person you are responding to has said; Follow the summary with a <b>reaction</b> .
If you are following up on a classmate's posts, <b>you can extend the discussion through one of the following open ended prompts:</b>	What you wrote <b>made me think</b> of/about... What I <b>agree</b> with is...because What I <b>disagree</b> with is...because I'm <b>not sure I understand...</b>

Once again, please note that Online Discussion grades will be based on: the **Quality** of your response, and the **Frequency** of your participation during the week. You can do more than two posts per topic, of course, and doing so can improve your chances of a higher grade.

***IT IS STRONGLY RECOMMENDED THAT YOU DO YOUR FIRST POST AS EARLY IN THE WEEK AS POSSIBLE THE FIRST POST MUST BE MADE BY THE Thursday FOLLOWING THE Wednesday NIGHT CLASS SESSION.***

***EACH PREVIOUS WEEK'S DISCUSSION TOPIC CLOSSES AT 7 a.m./0700 each Wednesday***

***NEW TOPICS WILL BE POSTED NO LATER THAN THE TUESDAY PRIOR TO WEDNESDAY'S CLASS. (Yes, the previous and new topics will overlap, allowing you to get a jump on the next week or catch up on the current week.)***

### **In-Class Pop Quizzes: 15%**

Five (5) quizzes will be given at random, unannounced intervals throughout the term. They will be short; possible subjects will be the week's threaded discussion topic; material covered in class; an assigned supplemental reading (emailed to the class); quizzes may be short answer (subjective) or objective or a combination. You will be responsible for all material covered to date, **including the date of the class**. (In other words, do the reading prior to class, please.)

Your three highest quiz grades will be averaged to provide 15% of your grade. Your two lowest grades (including any "0" for a time you weren't in class) will be dropped and will not count.

Do not ask me if and when I'll be giving the pop quizzes. They may be given at the beginning of class (it pays to arrive promptly), in the middle, or at the end. I can, and have, even given two quizzes in the same session. I carry the full term's worth of quizzes with me at all times, so I'm always ready to give them. But I won't say when. Please don't ask, because I won't tell.

### **In-Class Exercises Participation: 05% (Gradebook Code: CE)**

Part of your final grade will be based on your participation in class: contributing to in-class discussions, asking questions that deepen or extend the understanding of the topic, relating relevant personal experiences. We are fortunate that our class is not so large that I will not be able to learn each of your names (and—I am not kidding—I have an eidetic memory, so you will soon be known to me as someone who participates—or not). Some of you I know from other classes; I am looking forward to meeting the rest of you.

To provide a measurement of your degree of weekly participation, a number of very short, in-class exercises will be given; an example would be a one-question short-answer paper or (if the class is not too large), a small group exercise. These will relate to the readings, online discussions and current global business topics.

**There will be a minimum of six of these in-class exercises; you need only be in satisfactory attendance for three to receive the 5% credit.**

This is a class in international business, and at UTD, we are also fortunate to have students from every continent on which commerce occurs (at least until penguins develop into a viable demographic). Your own personal experiences, whether as a native of another country or a student or tourist are unique and bring value to the class. As long as they are relevant to the discussion, I strongly encourage you to share them.

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**Two Case Study Analyses: 20%** Students are required to choose international business articles that demonstrate a case history of a company or market that relates to the topics discussed in the book and in class. These articles can either be from electronic or print media. They can be no more than one year old—in other words, nothing before **September 2011**.

Your **Word (.doc or .docx) commentaries** should be **NO FEWER** than three to five pages long, **not** counting the cover and reference pages. No footnotes are required! References should include not just the source (such as the URL of a website) but full credentials including author's name, publisher and especially *the date of publication*. **The citations must follow APA format.** Further requirements are posted in the course shell and in the assignment itself. **The entire paper must follow APA guidelines.** If you don't know what they are, better find out.

I do not go by word count; do not pad your work just to make it longer. Please make sure every word is there for a reason and helps convey your meaning. This is business writing, not creative writing. When in doubt, cut it out.

Your papers should start with a brief summary of the article's main points followed by your interpretation of author's views and whether you agree with them or not and why. You will not earn any credits by simply copying and pasting an article without any further comments/interpretations. **Sources:** *Business Week, Forbes, The Economist, Harvard Business*

*Review, Financial Times, Dallas Business Journal, Wall Street Journal, Dallas Morning News* (business section) the *New York Times* and the other international sources listed at the front of the syllabus, as well as other relevant publications or Web sites. These should be articles—preferably bylined—not stock reports or mission statements from corporate Web sites.—**And especially NOT public relations releases. These are self-serving, which is their function and they are not from an objective source. Also: NO Wikipedia.**

Please note that this assignment is analysis. It is not sufficient to state that you just agree or disagree with the point or points made in the article. You must demonstrate what the case study teaches (positive, negative or both) and what the net take-away should be for other companies in the same situation.

This is an International Business class and the article you choose must relate to, well, international marketing. Your opening paragraph should make clear **EXACTLY** which topic in the textbook chapter and/or class discussion topic to which your article is relevant or related. Do not just turn in a paper about a topic that interests you, or, above all, a paper written for another class. (See UTD Plagiarism Policy.) If in doubt, ask me.

Spelling and grammar count; you are all juniors and seniors, and capable of proofreading your work, as well as—and this is the important part—having someone else proofread your work. Every writer **MUST** do this—and that includes me. It has nothing to do with language skills and everything to do with being close to material you have written. Every writer—including me—will read over errors and omissions because the words are in our head—we “see” what’s not really there. So it’s critical that you find a friend or significant other or an objective third-party to catch the errors that SpellCheck doesn’t catch. SpellCheck is better than nothing, but not by much and it will not catch errors like failing to differentiate between “they’re,” “their,” and “there.”

**And for everyone—the possessive of the pronoun “it” is “its” —NO APOSTROPHE,**

**As in: “Its skin was covered with soft white fur.” (Possessive follows the “hers,” “his,” “ours,” form—“its.”)**

**“It’s” is the contraction of “It is.” As in: “It’s time to review the book.”**

(No, the English language isn’t completely logical and this is just one of those strange quirks you have to commit to memory, because there is no logic behind it.)

**ASSIGNMENTS MUST BE SUBMITTED THROUGH THE E-LEARNING ASSIGNMENTS SECTION OF THE COURSE SHELL. No emails. Do NOT email your assignment. It will be returned unread and ungraded.**



**I only accept submissions electronically, through eLearning.**

**No-emails. No hard copies. No exceptions.**

The assignments will be given in eLearning, and you'll receive an email announcing them. **DO NOT EMAIL THEM TO ME.** (When you submit your paper electronically, you also have to submit the article itself that you are critiquing. You must submit in any Word format (but **NOT** WordPerfect), as a PDF, or a cut-and-paste into a Word document. Files should end with .doc, .docx, .pdf, .jpg, .rtf—but I CANNOT open .wps. These are the **ONLY** acceptable formats. It must include the full text of the article you are critiquing—you cannot submit links. **ANY CRITIQUE SUBMITTED WITH ONLY A LINK AND NO ACCOMPANYING ARTICLE IS AN AUTOMATIC "F"—AND YOU CANNOT RESUBMIT IT.**

**Note: If you use a Mac, please save your work as a .doc or .pdf. If you save a Mac-created document as .docx, eLearning converts it into an unreadable file I cannot open. This ONLY applies to Mac users. (NOTE: I love Apple and have a Mac at home. But eLearning doesn't like the .docx format when created on a Mac. Go figure.)**

**Do not, under any circumstances, email your assignment. They will be returned unread and ungraded. If you do not know how to use the eLearning system—which is simple, NOW is the time to learn. Have another student show you, or check with the Help Desk—they can walk you through it, if necessary. But if you can attach a file to an email, you can submit an assignment through the course shell.**

**Late Assignments** will be accepted or graded (or not) at the instructor's discretion. "I forgot" or "I was busy with another class" are not acceptable excuses. You can turn these assignments in early, if you so choose. If a late assignment IS accepted, expect a penalty of at least 10 points, depending on the circumstances. If you have a valid medical/personal reason, please let me know at your earliest convenience. Substantiation may or may not be required.

**Spelling, grammar and punctuation count. You have the time and means to proofread your work, or preferably, have someone else proofread it. And remember, SpellCheck can't catch grammar or many spelling errors (such as homonyms: *they're, there, their*).**



A COMPLETE GRADING RUBRIC FOR THE CASE STUDY ANALYSES WILL BE POSTED IN THE COURSE SHELL AND IS INCLUDED HERE FOR YOUR REVIEW:

Evaluation Rubric:

Case Study Analysis

1. CONTENT

	LEVEL 4---A	LEVEL 3--B	LEVEL 2--C	LEVEL 1—D & below	Level 0
Identification of Main Issues/Problems	Identifies & understands all of the main issues in the case study	Identifies and understands most of the main issues in the case study	Identifies and understands some of the issues in the case study	Identifies and understands few of the issues in case study	Inappropriate Subject Does not Assignment criteria
Analysis of the Issues	Insightful and thorough analysis of all the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues in the case	Incomplete analysis of the issues	Little or no analysis
Comments on effective solutions/strategies (The solution may be in the case already or proposed by you)	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study	No strategic comments
Writing and Layout (including grammar, syntax, flow and spelling) plus APA guideline adherence	Virtually no errors in the written assignment. Flow is thoughtful and logical. Ideas are clearly connected and basic rules of English grammar followed.	A few minor errors or typos. Sentences and/or paragraphs may be too wordy, long or lack a clear point. Grammar is correct.	Grammatical errors. Some spelling errors. APA format not followed in one or more instances. Does not show signs of a thorough proofreading.	Many serious errors in spelling, grammar and syntax. Multiple typographical errors. APA format not followed. Reads like a very rough first draft. Would need assistance from the SOM Writing Lab and/or a tutor to improve in the future.	Poorly Written  APA format Not followed  Multiple Spelling, Grammar & Syntax Errors
Links to Course Readings and Additional Research	Excellent research into the issues with clearly documented links to class (and/or outside) readings) : major source included	Good research and documented links to the material read  Major source included	Limited research and documented links to any readings  Major source included	Incomplete research and links to any readings  Major source included	Source too old and/or too brief. Source not Included (links are

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**Exams:** Each exam will have a combination of multiple choice, matching and true/false type questions, as well as two to five short-answer essay questions... Exams are not comprehensive. The instructor will provide hints for each exam a week before the exam takes place. I will also post some examples of test questions on eLearning so you'll know what to expect. **Make-up Exams** will only be given for an emergency and the decision solely depends on the instructor's discretion. Students are strongly advised to obtain prior permission, when possible. **You will need a Scantron (Form 882E) for each exam along with your pencil. I regret that I am unable to provide Scantron cards to class members.**

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**CONTACT WITH INSTRUCTOR:**

My contact information is on the front page of the Syllabus. You may call me any day, any time before 9 pm (2100 hrs). Please identify yourself by first and last name and the name of

the class; I have over 100 students, and I can help you faster if I can place you. Please do not apologise for calling me. You are never interrupting my work—you are the reason for my work. If your call goes to voice mail, or if I can't answer because I'm trying to avoid flaming death on the Central Expressway, please leave a number where you can be reached. I have Verizon which is sometimes late delivering voice mails. If you don't hear from me within 24 hours, call again; I'm not being rude, I probably never got your original message.

**While I welcome your phone calls, I will not pick up calls from blocked or restricted numbers. Please don't block yours if you expect a return call or if you expect me to pick it up.**

### **Why I Cannot and Will Not Discuss Your Grades By Email or Phone**

#### ***The Family Educational Rights and Privacy Act of 1974 (FERPA)***

This national act relates to your rights of privacy regarding your grades. It is analogous to the HIPAA laws which protect the privacy of your health information. These rules protect you at any American learning institution, whether you're a U.S. citizen or not.

As part of my duty to following the guidelines of this federal law, please make note of the following:

- 1) **I do not disclose grades to ANYONE via email or over the phone** to prevent this information from ending up in the hands of a third party. I will ask you to look at the comments in the Grade Book. Even if you call to ask about your grade, I will ask you to login and look at the grade with me. That way we can discuss the grade while you are looking at it online. If you are not online, I will ask you to call back when you are online.
- 2) While my wife is convinced my laptop never leaves my side, there *are* times I am not online. Should you call me at one of those times, we will arrange a time mutually convenient to continue the conversation when we both have online access.
- 3) I will **NEVER** disclose your grade information to a parent, friend, spouse, or any third party about a particular student's performance, either verbally, via email or a written note. "*They said it's OK,*" does not fly with me or with the Feds. Please do not tell me that "*all the other instructors do it.*" First of all, I am sceptical of such blanket statements. Secondly, if even one instructor is freely disclosing grades, he/she is in violation of Federal law and UTD policy.

**One final note:** *Technical problems are **NOT** acceptable excuses for late assignments in this class.* Completing your assignments well in advance of their due dates will ensure that last-minute technical problems (power outages, computer crashes) don't derail your success. Please back up your work in several places: your system, a memory stick/flash drive, email the file to yourself at another e-mail account, etc. There is nothing worse than losing your hard work to a computer crash, and such issues will not constitute valid excuses for late work in this class. Students are expected to take the necessary steps to ensure the timeliness of their work.

## Play it safe! Back up your work.



### Student Conduct and Discipline:

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of

Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

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### **Academic Integrity:**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of [www.turnitin.com](http://www.turnitin.com). This service searches the Web for possible plagiarism and has an accuracy rate of 90%+. In the past, I have found plagiarism simply by Googling a chunk of copy and finding its source (usually in Wikipedia).

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#### **Email Use:**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that **faculty and staff consider email from students official only if it originates from a UTD student account or the course email function**. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

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#### **Withdrawal from Class:**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog.

Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

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#### **Student Grievance Procedures:**

**These are available within the course shell for your information and guidance.**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's

School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

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### **Incomplete Grades:**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

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### **Disability Services:**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is:

**The University of Texas at Dallas, SU 22**

**PO Box 830688**

**Richardson, Texas 75083-0688**

**(972) 883-2098 (voice or TTY)**

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind.

Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations.

**Individuals requiring special accommodation should contact the professor before or after class or during office hours.** Or contact me via email or phone. Please let me know if I can help in this regard; I cannot provide assistance if I'm not aware of the situation, and I am more than happy to do anything to accommodate you per the requirements above.

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### **Religious Holy Days:**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.



**Off-Campus Instruction and Course Activities:** Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at

[http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm).

Additional information is available from the office of the school dean.

**The descriptions and timelines contained in this syllabus are subject to change at the discretion of the instructor and factors such as weather or changes in university scheduling. They will be announced via class email; please check yours regularly, as Orion and the eLearning email system are my only way to contact you.**

**MAKE SURE YOU LOG IN TO ORION TO ENTER YOUR MOBILE PHONE NUMBER SO YOU CAN RECEIVE OFFICIAL UNIVERSITY TEXT MESSAGES REGARDING EMERGENCY SITUATIONS.** These messages and the UTD home page will announce any weather/emergency closures most likely before I am informed. Obviously, the policies of the University of Texas at Dallas take precedence over anything on this schedule.

In today's economy, if you're working, I know the pressures you are under. I will never expect you to put this class before your regular paycheck and benefits. If you have to work, you have to work. No need to apologise. Everything is always in the course shell. If work interferes with an exam, then alternatives can be arranged.

**And last, but far from least, I do NOT take attendance.**

**Attendance is at *your* discretion.**

Everything is in the Course Shell, so there's no need to call me and ask me what you've missed. You are all adults and the best judges of where you need to be. You don't need to forward me notes from coaches, other instructors, your mom, your psychic, your pet's psychic, or other third-parties. No excuses are necessary.

**QUESTIONS? Just ask. I'll answer (almost) anything.**

This page intentionally left blank. Except it's not blank, since you're reading this. Why? If no one reads a blank page on a syllabus, is there really anyone there? BTW: No emailed assignments