



THE UNIVERSITY OF TEXAS AT DALLAS
NAVEEN JINDAL SCHOOL OF MANAGEMENT



IMS 4320.501
International Marketing
Term: Fall 2014

Meetings: Wednesday, 7: 00-9:45 pm

Location: JSOM 2.714

Professor: Keith Dickinson/ keith.dickinson@utdallas.edu
972-689-1570 (7 days a week before 9:00 pm/2100 hrs)

Keith Dickinson Office and Office Hours

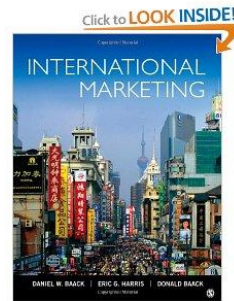
Office: JSOM 13.301 (new building)

(Shared office; my name isn't on the door, but I **am** there during office hours)

Office hours: Wednesday, 4:30 pm-5:45 pm; Tues-Thurs, 4:00 pm-5:15 pm;
or by appointment

General Course Information

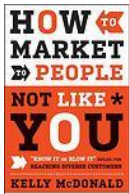
Course Description: **BA 3374 International Marketing** (3 semester hours) Analysis of environment of international marketing. Survey of techniques of international marketing management, both in established Western markets, as well as the growing economies of the BRICS, and the developing world.



Pre-requisites. **BA 3365** and **MATH 1326.** **Required Texts:**

INTERNATIONAL MARKETING (Baack, Harris, Baack)

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



HOW TO MARKET TO PEOPLE NOT LIKE YOU (McDonald)*

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Hardcover: 218 pages

Publisher: Wiley (2011)

ISBN-10: 0470879009

ISBN-13: 978-0470879009

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.



It's a bird...it's a plane...No...It's ANGRY BIRDS on a plane! FinnAir-Rovio co-branding, 2011

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/slfe/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 27 AUG	Syllabus Review; Baack: Chapter 1 International Marketing McDonald: Chapters 1 & 2 Chapter 2: Country Selection McDonald: Chapter 3	Threaded Discussion	First Class

2 Wed 03 SEP	Chapter 4: Markets & Segmentation	Threaded Discussion	
3 Wed 10 SEP	Chapter 5: International Positioning McDonald: Chapter 4 & 5	Threaded Discussion	
4 Wed 17 SEP	Chapter 7: International Product & Brand Marketing McDonald: Chapter 6	Threaded Discussion	
5 Wed 24 SEP	Chapter 8: International Product Standardisation & Adaptation McDonald: Chapter 10 TAKE A STAND IN-CLASS ESSAY #1	Threaded Discussion	
6 Wed 01 OCT	Chapter 9: International Pricing	Threaded Discussion	
7 WED 08 OCT	MIDTERM WEEK-MIDTERM EXAM Baack: Chapters 1-2; 4-5; 7-9 + in-class material McDonald: Chapters 1-6; 10 Bring Scantron		Midterm Week-IN-CLASS MIDTERM EXAM

8 Wed 15 OCT	Baack: Chapter 10: International Finance and Pricing Implications McDonald: Chapter 7	Threaded Discussion	
9 Wed 23 OCT	Baack: Chapter 13: Globally Integrated Marketing Communications McDonald: Chapter 12 TAKE A STAND IN-CLASS ESSAY #2	Threaded Discussion	
10 Wed 30 OCT	Baack: Chapter 14: Sales Promotions & P.R. McDonald: Chapter 13	Threaded Discussion	
11 Wed 06 NOV	Baack: Chapter 15: International Marketing Planning & Sales Management	Threaded Discussion	
12 Wed 13 NOV	Chapter 16: International Marketing Planning, Organisation and Control TAKE A STAND IN-CLASS ESSAY #3	Threaded Discussion	
13 Wed 20 NOV	Product Piracy/CNBC documentary McDonald: scan chapters 14-19 + conclusion	Threaded Discussion	
14 WED 26 NOV	FALL/THANKSGIVING BREAK—NO CLASS		NO CLASS

15 03 DEC	<p>The Middle Eastern-North African-American culture (handout)</p> <p>FINAL EXAM REVIEW</p> <p>TAKE A STAND IN-CLASS ESSAY #4</p>	Threaded Discussion	
16 Wed 10 Dec	<p>FINAL EXAM Covers Baack: Chapters 10-16 ; in-course material McDonald: 11-13; selected material from 14-19.</p> <p>Bring Scantron</p>	Threaded Discussion	
	COURSE ENDS		

97-100*	A+
90-96	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.~~

COURSE COMPONENTS AND WEIGHTING	PERCENTAGE
Exam 1-Midterm	15
Exam 2-Final	20
Average (Mean) of 4 In-Class TAKE A STAND Essay Questions	20
Threaded Discussions (10 highest of 13)	25
Average of 3 In-Class Pop Quizzes (3 highest out of 5 given)	15
In -Class Exercises/Class Participation	05
TOTAL	100%

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 25%

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 11:59 PM EACH THURSDAY, THE DAY AFTER 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 your post should...	Summarise what you saw as the main point , and explain what you thought of that main point and why.
If you incorporate research from the Internet, you should...	explain 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, you should...	Click on the individual's comment (this will indent the discussion); Summarise what the other person you are responding to has said; Follow the summary with a reaction .
If you are following up on a classmate's posts, you can extend the discussion through one of the following open ended prompts:	What you wrote made me think of/about... What I agree with is...because What I disagree with is...because I'm not sure I understand...

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.

YOUR FIRST POST TO EACH WEEK'S TOPIC MUST BE MADE NO LATER THAN THURSDAY AT 11:59 PM IN ORDER TO BE ELIGIBLE FOR FULL CREDIT

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

NEW TOPICS WILL BE POSTED NO LATER THAN THE MONDAY 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.)

Four In-Class Essay TAKE A STAND Questions: 20%

Students will be given a choice of three topics and 30 minutes in-class to write an essay stating an informed position on the topic. No Web resources may be used; this is closed-book.

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 issue's main points followed by your own position on the subject and why you chose it. You will not earn any credits by simply restating the topic and rewording it syllabus, as well as other relevant publications or Web sites. These

Please note that this assignment is analysis. It is not sufficient to state that you just agree or disagree with one of the sides in the case. You must demonstrate what you believe the proper position is – in other words, **TAKE A STAND**.

Spelling and grammar count; you are all juniors and seniors, and capable of proofreading your work,

And for everyone – the possessive of the pronoun “it” is “its” – NO APOSTROPHE

As in: “Its skin was covered with soft white fur.” (“Its” as a possessive follows the same form as the pronouns: “hers,” “yours,” “his,” “theirs.”

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

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 10% 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 five 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 marketing, and at UTD, we are 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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Exams: (Midterm Exam: 15%; Final Exam: 20%)

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.

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. Requests for emergency make-up exams must come from your adviser, but the final decision remains the instructor's

For each exam, 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.

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.

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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.

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. 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.

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.

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.

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."

Student AccessAbility Services

The goal of Student AccessAbility Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. AccessAbility Services is located in room SSB 3.200 in the Student Services Building. Office hours are Monday -Thursday, 8:00a.m. to 6:00 p.m.; Friday, 8:00 a.m.-5:00 pm . The contact information for the Office of Student AccessAbility Services is:

Student AccessAbility Services

800 W. Campbell Road, SSB32

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)/FAX: 972-883-6561

<http://www.utdallas.edu/studentaccess/>

email: studentaccess@utdallas.edu

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 voice recorders or animals (in the case of service dogs) for students who are blind. (BTW: voice recorders are OK with me, not that I could stop you anyway.)

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. SuccessAbility 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 text, 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.

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.

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 Blackboard course materials, 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?