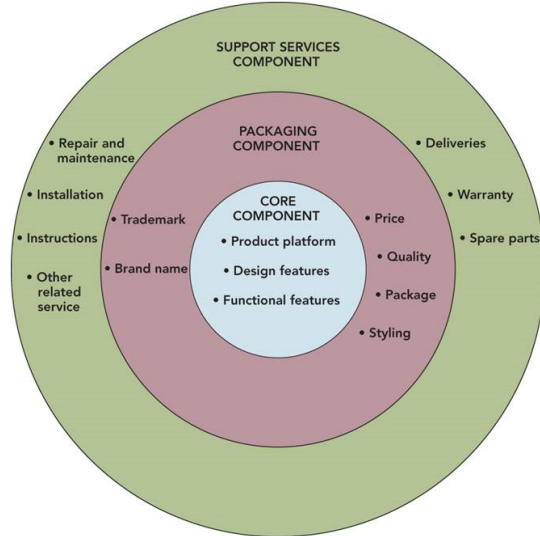




THE UNIVERSITY OF TEXAS AT DALLAS
NAVEEN JINDAL SCHOOL OF MANAGEMENT



MKT 3300.5U2
Principles of Marketing
Term: Summer 2016

Meetings: Thursday, 6:00 PM-10:00 PM/1800-2200 HRS

Classroom: JSOM 1.110

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

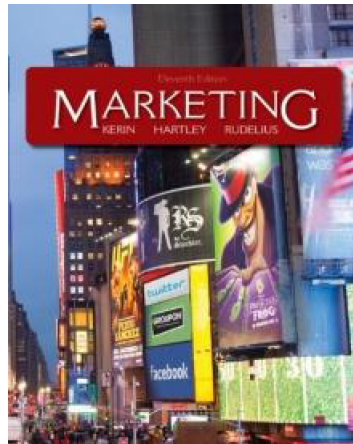
Keith Dickinson Office and Office Hours

Office: JSOM 13.301
Office hours: Thursday: 3:45 PM-5:45 PM

OR BY APPOINTMENT

General Course Information

Course Description: **MKT 3300** (3 semester hours) An overview of marketing principles including marketing planning, understanding customer's decision making environment, measurement of market performance, product and branding decisions, advertising and promotions, pricing, and distribution. Special emphasis placed upon the determination and evaluation of market segments



Required Text:

Marketing by Roger Kerin, Steven Hartley and William Rudelius
McGraw-Hill/Irwin 12th Edition 2015 ISBN: 0077861035

While the 12th edition is the most current, the 11th edition is cheaper and has the same basic information.

Suggested materials also include exposure to business publications such as **ADVERTISING AGE** (adage.com), **ADWEEK** (Adweek.com), the textbook website (www.mhhe.com/kerin) for supplemental reading, and other materials that may be distributed in class.

Course Objective & Learning Outcomes

This course is an introduction to marketing principles, including *planning*, *measurement*, and decision-making as it relates to *products*, *distribution*, *pricing*, and *promotion*.

Emphasis will be placed on the importance, determination and evaluation of *market segments*.

Steps in market segmentation, targeting and positioning

Market Segmentation

- Identify bases for segmenting the market
- Develop segment profiles

Target Marketing

- Develop measure of segment attractiveness
- Select target segments

Market Positioning

- Develop positioning for target segments
- Develop a marketing mix for each segment

7 - 4

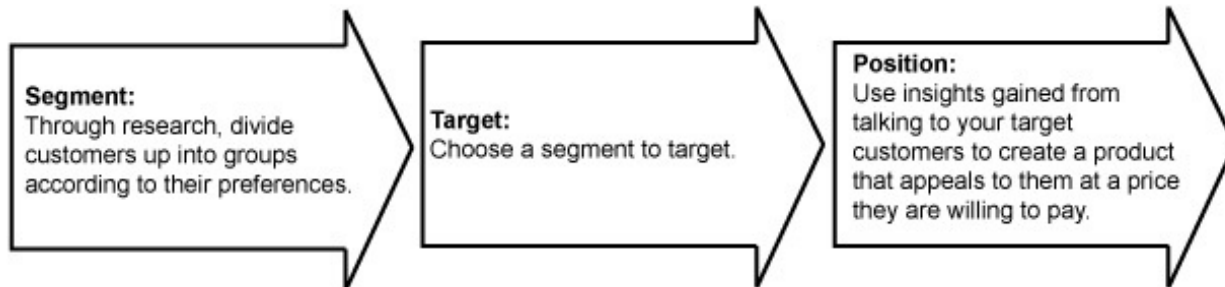
Goal 1: Learn the three steps of target marketing

Important learning objectives and outcomes include the following:

- Learning to use and apply the Segmentation-Targeting-Positioning (STP) framework.
Being able to describe and use different pricing methods, such as markup pricing and target pricing.
- Being able to evaluate and put into practice ethical restraints on marketing actions.

You will be assessed on the above three learning outcomes in quizzes, exams and the weekly online graded discussions.

Whether or not you choose to pursue a marketing career, 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 all issues that affect each element of the marketing mix.



Course Overview:

This course is an introduction to the language and issues of marketing with an emphasis on learning to develop responsive marketing strategies that meet customer needs. The course focuses on basic marketing concepts, the role of marketing in the organization, and the role of marketing in society. Topics include market segmentation, product development, promotion, distribution, and pricing.

Other topics, which will be incorporated into the course, are external environment (which will focus on integrative topics with marketing, such as economics, politics, government, and nature), marketing research, international/global marketing with relevance to cultural diversity, ethics, the impact of technology on marketing, and careers in marketing.

Class Format: Class discussions of the respective chapter(s) will be based on the presentations provided by the textbook and edited by the professor.

The presentations will be available on in the course shell for 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.*

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 JSOM 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.

Week	Textbook Reading	Graded Assignments	Milestones and Key Events
1 Thursday 26 MAY	Syllabus Review-Read Chapter 1: Creating Customer Relationships & Value Through Marketing	Threaded Discussion	First Class
2 Thursday 02 JUN	Chapter 2: Developing Successful Organizational & Marketing Strategies; Social Media Marketing	Threaded Discussion	
3 Thursday 09 JUN	Chapter 3: Scanning the Marketing Environment	Threaded Discussion	
4 Thursday 16 JUN	Chapter 4: Ethical/Social Responsibility in Marketing	Threaded Discussion	Mini Marketing Plan Topic Due BY 11:59 PM/2359 HRS ON Thursday, 16 JUN. MUST BE UPLOADED THROUGH THE COURSE ASSIGNMENT. No emails

5 Thursday 23 JUN	Chapter 5: Understanding Consumer Behavior (B2C)	Threaded Discussion	
6 Thursday 30 JUN	MIDTERM EXAM COVERS CHAPTERS 1-5 You must bring Photo ID-preferably your COMET card	Threaded Discussion	MIDTERM EXAM WEEK
7 Thursday, 07 JUL	Chapter 6: Understanding Organizations as Customers (B2B) Pricing Supplement Presentation and PPT	Threaded Discussion	FIRST PART OF MINI MARKETING PLAN DUE BY 11:59 PM/2359 HRS ON Thursday, 07 JUL. MUST BE UPLOADED THROUGH THE COURSE ASSIGNMENT. No emails
8 Thursday 14 JUL	Chapter 13 Building the Price Foundation Chapter 14 Arriving at the Final Price Chapter 9 Marketing Segmenting, Targeting & Positioning	Threaded Discussion	

9 Thursday, 21 JUL	Chapter 11: Managing Successful Products, Services & Brands Chapter 17: Integrated Marketing Communications (IMC) & Direct Marketing	Threaded Discussion	
10 Thursday 28 JUL	Chapter 18: Advertising, Sales Promotion & Public Relations	Threaded Discussion	
11 Thursday 04 AUG	FINAL EXAM Covers textbook chapters 6, 9, 13, 14, 11 17, 18 and supplemental pricing material	Threaded Discussion	You MUST bring PHOTO ID, preferably your COMET card, to take the exam.
12 Thursday 11 AUG	NO CLASS- final marketing plan due via electronic submission.	Final Threaded Discussion	COMPLETE MINI-MARKETING PLAN (Sections 2.0 & Sections 3.0 + 1.0 + References + Title Page) DUE BY 11:59 PM/2359 HRS ON Thursday, 11 AUG. MUST BE UPLOADED THROUGH THE COURSE ASSIGNMENT. No emails
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
Mini Marketing Plan (two parts)	20
Threaded Discussions (10 highest of 12)	20
Average of 3 In-Class Pop Quizzes (3 highest out of 5 given)	15
In -Class Exercises/Class Participation/Attendance	10
TOTAL	100%

Mini Marketing Plan (two parts)

A major focus of this class is the development of a mini marketing plan where students have the opportunity to apply the concepts covered in class to a business problem. This Mini Marketing Plan accounts for 20% of your total grade and is developed as follows:

1. Submission of your topic for my approval. **(You may NOT choose anything to do with Starbucks, Nike, or Apple—under any circumstances).**
2. The marketing plan will have two (2) major parts, as shown below

Choosing an Interesting (and Attainable) Problem (but NOT Nike, Apple, or Starbucks)

The objective of the Mini Marketing Plan consists of identifying a marketing problem for an organization and proposing a strategic solution to this problem using the tools and techniques discussed in this course.

The following are some guidelines in this regard:

Which organization/company? The enterprise can be a for-profit or non-profit organization. It may be a local business that you patronize or work for. Alternatively, the organization can also be related the university or simply an organization that you are interested in but have no connection to. There is no requirement as to the scope of the selected organization – therefore, the selected organization may operate on a local, national or international level.

The problem: once you identified a focal organization for your project, you must identify a meaningful and relevant marketing problem to solve during the course term. To this end there are two main requirements:

1. The problem has to be broad in the sense that a full marketing plan must be created. Thus, a marketing research or advertising project cannot be pursued (those are projects for more specialized classes you may take in the future).

2. *The problem must have a well-defined marketing problem.* For example, “*how can AT&T improve its profit?*” is NOT a valid problem because strategies other than marketing strategies can be implemented to affect such an outcome.

Increase awareness of Comet Cleaners dry-cleaning services among University of Texas at Dallas students, or launch a new environmentally-friendly Inkjet printer ink cartridge for Hewlett-Packard are all “valid” marketing problems.

3. Your chosen topic must be submitted for my approval by the date stated on the Syllabus. This will ensure that you have a valid topic BEFORE writing the first part of the plan

Mini Marketing Plan Outline:

- **2.0 Situation Analysis (including title page in APA format)**
- 2.1 Market Summary
- 2.2 SWOT Analysis
- 2.3 Competition
- 2.4 Product (or Service) Offering

- **3.0 Marketing Strategy**
- 3.1 Mission
- 3.2 Marketing Objectives
- 3.3 Positioning (including perceptual map)
- 3.6 Strategies
- 3.7 Marketing Mix (Product, Place, Price, Promotion)

- **References/Works Cited**

The entire plan **MUST** be submitted in **APA format: 12 pt, Times New Roman, double-spaced, with one-inch margins on all sides.** You *must* use in-text citations (NOT footnotes) to support statements in the body of the paper. A list of all references in correct indented APA format must be the final section of the paper.

Refer to the Syllabus for the dates that each section is due. The final paper must include the 2.0 section with my corrections, plus Section 3.0 and the list of references.

(The plan as a whole is weighted at 20% of your final grade.)

Spelling and grammar count; you are all university students, 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.

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 15 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***).

More information regarding these assignments will be provided in class.

Threaded Online Discussions 20%

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 SUNDAY AFTER THURSDAY'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 lost if your week's first post is made later than the Sunday following Thursday's class or if you only make ONE post or make two posts on the exact same day. (You'll some credit, just not as much as you would if you'd followed the guidelines. Each previous week's topic will close @ 11:59PM/2359 HRS every Wednesday

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 ...
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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 SUNDAY AT 11:59 PM IN ORDER TO BE ELIGIBLE FOR FULL CREDIT

EACH PREVIOUS WEEK'S DISCUSSION TOPIC CLOSSES AT 11:59PM/2359 HRS EVERY WEDNESDAY.

NEW TOPICS WILL BE POSTED NO LATER THAN THE TUESDAY PRIOR TO THURSDAY'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 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/Attendance: 10%

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 marketing/advertising 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. To receive the other 5%, you must be in attendance for the full class in at least 7 of the 9 course weeks (not counting the Midterm or Final Exams).

Attending 7-9 class sessions= 5 points

Attending 6 class sessions=3 points

Attending 5 sessions=2 points

Attending fewer than 5 sessions earns ZERO (0) points.

It is the student's responsibility to pick up his/her name card at the beginning of class and then return it to me at the end of class. I use these to take attendance.

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 in unavoidable emergency situations 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.

You must present documented proof with a working phone number that you had a health condition that prevented your attendance. Acceptable: a document from an MD, DO, DDS, LPN, RN, nurse-practitioner. *Unacceptable: anything from a chiropractor, herbalist, homeopath, herbalist, folk medicine practitioner or acupuncturist.*

UTD has an excellent health center. Should you need medical assistance, I recommend that you take advantage of its services. Your note should NOT indicate the precise nature of the condition; only that it prevented you from safely attending. Should the document include the name of the illness/condition, please redact it with a dark marker.

CONTACT WITH THE 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 higher learning institution which accepts federal money, 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:

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.

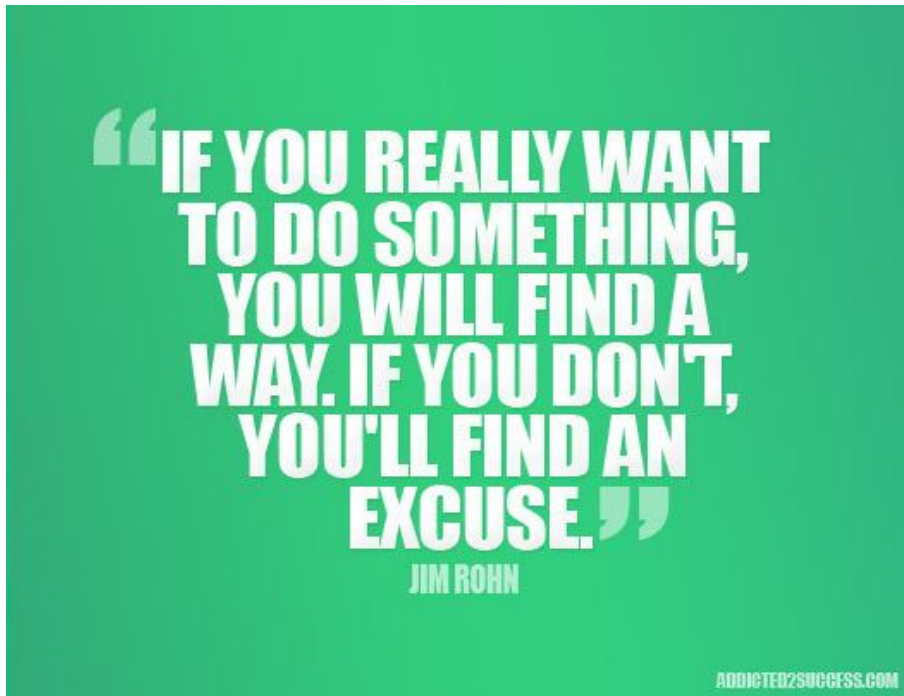
I will ask you to look at the comments in the Grade Book. Even if you call to ask about your grade, I will ask you to login and look at the grade with me. That way we can discuss the grade while you are looking at it online. If you are not online, I will ask you to call back when you are online.

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.

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 in Class

Students are expected to conduct themselves professionally in class, just as in any business meeting.

Late arrivals, side conversations, and non-class related usage of laptop computers and/or hand-held messaging devices are rude, unprofessional, and distracting to your fellow students and the Instructor.

Walking in and out of class, once class has begun, is also disruptive to the learning environment.

These kinds of repeated disruptions will count against your Attendance/Participation score.

Any activity that disrupts the learning environment can and will result in the instructor requesting that the student(s) causing the disruption leave the room for the duration of the class.

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 reasonably accommodate you per the requirements above.

Sharing Confidential Information-Title IX Reporting

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator.

Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator.

Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist).

Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas Information Resources Help Desk: assist@utdallas.edu or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center:

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

Field Trip Policies, Off-Campus Instruction and Course Activities

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed at the UT Dallas Policy Navigator,

<http://policy.utdallas.edu/utdbp3023>, and at

<http://www.utdallas.edu/administration/insurance/travel>. Additional information is available from the office of the school dean.

Student Conduct and Discipline

The University of Texas System (Regents' Rule 50101) 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 UT Dallas online catalogs (<http://catalog.utdallas.edu>).

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 Student Discipline and Conduct, UTDSP5003 (<http://policy.utdallas.edu/utdsp5003>). 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 (SSB 4.400, 972-883-6391) and online at <http://www.utdallas.edu/deanofstudents>.

A student at the University neither loses their 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 its 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

Academic Dishonesty: 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 demonstrates a high standard of individual honor in his or her scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <http://www.utdallas.edu/deanofstudents/maintain>.

Copyright Notice

It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at

<http://policy.utdallas.edu/utdpp1043>) and the UT System's policy at <http://www.utsystem.edu/ogc/intellectualproperty/copyrighthome.htm>.

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. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <http://netid.utdallas.edu>.

Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar (<http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Judicial affairs request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (<http://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program

requirements, and thesis/and dissertation committee, advisor actions and/or decisions, evaluations, and/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 originated.

Incomplete Grade Policy

As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be resolved completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required (see <http://www.utdallas.edu/studentaccess>). If you are eligible to receive disability-related accommodations and/or services and to ensure accommodations will be in place when the academic semester begins, students are encouraged to submit documentation four to six weeks in advance. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.

The Office of Student AccessAbility provides:

1. Academic accommodations for eligible students with a documented permanent physical, mental or sensory disability
2. Facilitation of non-academic and environmental accommodations and services
3. Resources and referral information, and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments 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 President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of *Texas Education Code 51.911(b)*, and the student and instructor will abide by the decision of the chief executive officer or designee.

Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentsuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations. **Success Coaches** are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

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.

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?