BUAD 307
MARKETING FUNDAMENTALS
Syllabus – Spring, 2021 – 4.00 units

Professor:	Lars Perner, Ph.D.
	Assistant Professor of Clinical Marketing
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Zoom:	https://usc.zoom.us/my/larsperner Meeting ID: 918 275 5413
	(For security reasons, the passcode can be found in the "Announcements" section of Blackboard.) **THIS SAME MEETING ID IS USED FOR ALL DISCUSSION SESSIONS, MEETINGS, AND OFFICE HOURS.**

OFFICE HOURS (through Zoom or phone):	**Wednesday, 12:00-2:00 p.m.**
	Wednesday, 7:30-8:30 p.m.
	Thursday, 2:30-3:30 p.m.
	Friday, 4:30-5:30 p.m.

REQUIRED MATERIALS (Reading):	Dhruv Grewal and Michael Levy (2021), _M: Marketing_, 7th ed., McGraw-Hill Irwin, ISBN 9781260260359. Prior editions will supply most of the needed information.
	Jonah Berger (2016), _Contagious: Why Things Catch On_, Simon & Schuster, ISBN-13: 978-1451686586.

CLASS SESSIONS	Day	Time
Asynchronous material (accessed through Blackboard):	On Blackboard. Completion of the week's assigned viewing and activities should ideally be completed before the discussion session, but in any event, no later than one week after the Tuesday of the week the material was assigned.	
Discussion sessions (accessed through Zoom at https://usc.zoom.us/my/larsperner):	Wednesday	9:00-10:50 p.m. (*)
	Thursday	12:00-1:50 p.m. p.m.
	Thursday	4:00- 5:50 p.m.
	Friday	10:00-11:50 a.m.
	Friday	12:00- 1:50 p.m.
	Friday	2:00- 3:50 p.m.

(*) The Wednesday, 9:00 p.m. section is an unofficial discussion section open to everyone but intended especially for those individuals located in time zones where the times of the regularly scheduled discussion sections are outside normal hours. This session will be offered for at least the first three weeks. Continuation beyond this is contingent on sufficient turnout to make this worthwhile.

CRITICAL COURSE DATES	
Event	**Date**
Brief interdisciplinary paper due	2/15
Project proposal due	2/22
Online practice midterm due	3/09
Online midterm	3/10
Applications Paper due	4/26
Last day to turn in papers to substitute for research participation	4/26
Online practice final due	5/06
Online final examination	5/07

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COURSE CATALOG DESCRIPTION: "BUAD 307 is a fundamentals course. Emphasis is placed on providing a solid grounding in basic marketing terms and concepts. The course also begins to develop a general management viewpoint in the analysis, development, and evaluation of marketing decisions."

COURSE OBJECTIVES: Upon completion of this course, students should be able to:

1. Apply fundamental marketing terms, concepts, principles, and theories and their effective applications to real-world situations in a global market.
2. Describe how the marketing function is organized and fits into an organization, including the relationships between marketing issues and those of other business disciplines.
3. Make effective marketing decisions in real world settings using critical thinking skills.
4. Effectively communicate marketing analysis
5. Effectively collaborate to analyze marketing options
6. Identify and make judgments about questionable marketing practices by applying an ethical decision framework.
7. Identify and evaluate the advantages, disadvantages, opportunities, and tradeoffs involved in different marketing strategies and choices.
8. Address the dual roles of formal analysis and creativity in designing and implementing effective marketing programs.

ASSIGNMENT DUE DATES AND TIMES

Unless otherwise specified, papers and other assignments are officially due at 11:59 p.m. on the date indicated. However, things happen and technology (especially Blackboard) does not always cooperate.   A grace period until 8:00 a.m. the next morning is in effect where papers can still be submitted without penalty. Blackboard will accept papers after the due date.

Blackboard is a notoriously buggy and user unfriendly platform. Please do not worry if Blackboard does not allow you to upload the paper by the deadline. That is not your fault. You will be given the needed time to get the assignment up. Please be sure to check that Blackboard provides you with an acknowledgement that the assignment as been uploaded. For more information, please see Appendix H.

TENTATIVE SCHEDULE OF EVENTS

Week	Week of	Topics	Readings
1	1/11	Thursday: No class. Friday: Brief greeting. Attendance is not essential.	
2	1/18	Introduction to the Course Marketing Overview	Text, chs. 1, 2

TENTATIVE SCHEDULE OF EVENTS

Week	Week of	Topics	Readings
		Marketing Strategy	
3	1/25	Digital Marketing: E-commerce, Social Media, Online, and Mobile	Text, ch. 3 *Contagious*, introduction
4	2/1	**ASYNCHRONOUS COMPONENT:** Conscious Marketing, Corporate Social Responsibility, and Ethics The Marketing Environment	Text, chs. 4-5
		DISCUSSION: Experiential Learning Center (ELC) activity: "Marketing in Action." Please see Blackboard or announcements for the Zoom link for each meeting time.	
5	2/8	Consumer Behavior	Text, ch. 6 *Contagious*, ch. 1
6	2/15	Consumer Behavior International Marketing **BRIEF INTERDISCIPLINARY PAPER DUE.** Please upload to Turnitin through Blackboard.	Text, ch 7 *Contagious*, ch. 2
7	2/22	International marketing **PROJECT PROPOSAL DUE.** Please upload to Turnitin through Blackboard.	Text, ch. 8 *Contagious*, ch. 3
8	3/1	Segmentation, Targeting, and Positioning	Text, ch. 9
9	3/8	**IN-PLACE OF ASYNCHRONOUS COMPONENT:** **MIDTERM:** Wednesday, March 10, 12:00-1:50 p.m. Instructions for accessing the online exam through Blackboard and Zoom will be provided. Individuals located in time zones where this time would fall outside "normal" hours of 7:00 a.m.-10:00 p.m., an alternative time will be offered. The practice online midterm is due by 8:00 p.m. on Tuesday, March 7.	
		DISCUSSION: No discussion session meeting. Please come back refreshed and recharged next week!	
10	3/15	Market Research	Text, ch. 10 *Contagious*, ch. 4
11	3/22	Market Research Products and Services	Text, chs. 11, 12 *Contagious*, ch. 5

12	3/29	Products and Services	Text, ch. 13 *Contagious*, ch. 6
13	4/5	Pricing	Text. Ch. 14 *Contagious*, epilogue
14	4/12	**ASYNCHRONOUS COMPONENT:** Pricing	Text, ch. 15
		DISCUSSION: Experiential Learning Center (ELC) Activity: Washaway Clean. Please see Blackboard or announcements for the Zoom link for each meeting time.	
15	4/19	**ASYNCHRONOUS COMPONENT:** Distribution	Text, ch. 16
		DISCUSSION: Thursday: Wellness Day—no discussion session meeting Friday: Distribution	
16	4/26	**ASYNCHRONOUS COMPONENT:** Promotion **APPLICATIONS PAPER DUE.** **LAST DAY TO TURN IN PAPER TO SUBSTITUTE FOR RESEARCH PARTICIPATION.** **LAST DAY TO TURN IN PAPERS TO MAKE UP FOR EXCESS MISSED IN-CLASS ASSIGNMENTS.**	Text, chs. 17-19
		DISCUSSION: Thursday: Distribution Friday: Wellness Day—no discussion session meeting	
FINAL: Friday, May 7, 11:00 a.m.-12:50 p.m. Instructions for accessing the online exam through Blackboard and Zoom will be provided. Individuals located in time zones where this time would fall outside "normal" hours of 7:00 a.m.-10:00 p.m., an alternative time will be offered.			

GRADING

Grading will be based on the following course components:

Component	Points	Percentage	Date/Due Date	Form/Venue
Sample online midterm	10	1.67	3/07	Blackboard
Midterm	140	23.33	3/08	Blackboard
Sample online final	10	1.67	5/06	Blackboard
Online final	190	31.67	5/07	Blackboard
Brief Interdisciplinary Paper	10	1.67	2/15	Turned in through Blackboard
Timely completion of asynchronous readings, viewing, and activities	20	3.33	Ongoing throughout the semester	Blackboard
Applications paper	150	25.00	4/26	Turned in through Blackboard
Research participation	10	1.67	As announced by research participation administrators	Online, as announced by research participation administrators
Class participation[1]	60	10.00	On-going throughout the term.	Zoom discussion sessions
TOTAL	600	100.00		

Additional grading issues are discussed in Appendix A.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (http://emergency.usc.edu/*)* will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

ACADEMIC INTEGRITY AND CONDUCT

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the Student Conduct Code. Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

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[1]This may become a negative number if more than three in-class assignments are missed.

STUDENTS WITH DISABILITIES

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

COURSE COMPONENTS

ASYNCHRONOUS BLACKBOARD MATERIAL: In the past, this course consisted of a weekly lecture session in addition to the discussion session. Starting with the Fall, 2020 semester, the material that would historically have been covered in lecture sessions was been moved to an online format in Blackboard that you can complete at your convenience within a window of time. This will involve viewing instructional video modules on substantive topics, readings, self-assessments, case studies/applications, and other activities. Although you should ideally complete the week's asynchronous material before your discussion session, you are expected in any event to complete this within one week. Up to twenty points may be earned by time completion of the material in a satisfactory manner. You are required both to (1) watch all recordings in their entirety and (2) complete other assignments listed.

ONLINE PRACTICE MIDTERM AND FINAL EXAMS. To ensure that you will be comfortable taking the online midterm and final exams, you will be asked to take an online practice exam prior to each of these exams. You will receive 7/10 points available merely for taking each exam. The remaining three points will be based on your score on the respective practice exam. For example, if you score 80.00% on the practice exam, you would receive a total of 7+0.8*3=9.4 out of the ten possible points. The practice exam should be completed before the time of the actual exam.

ONLINE MIDTERM. The online midterm is scheduled for Wednesday, March 8 from 12:00-1:50 p.m. This exam will cover:

- Classroom material up to and including the unit on the Segmentation, Targeting, and Positioning
- Selected material from textbook chapters 1-9
- The introduction to and chapters 1-3 of *Contagious*

A study guide for the *Contagious* material will be provided. A study checklist will be provided no later than ten days before the exam.

The online midterm is open book, open notes, and open Google, but "closed friend." That is, you may not seek help from or discuss your answers with anyone else.

The midterm will consist of:

- Forty-five multiple choice questions (two points each for a total of 90 points)
- Five integrative essay questions, relating issues discussed or relating specific course issues to the needs of specific organizations and brands (ten points each for a total of fifty points).

This midterm and the final will tend to cover *substantive* issues and their implications for firms under different situations. It is unlikely that you will be asked to regurgitate definitions or provide specific numbers (unless you are specifically warned in class of specific figures that should be remembered).   A sample midterm will be posted on the course web site.

If you would like to discuss your exam score, you can do so during Zoom office hours. Please no e-mails on exam grading.

ONLINE FINAL. The online final is scheduled for Friday, March 8 from 11:00 a.m.-12:50 p.m. PST and will cover:

- Selected cumulative material covered in class and in the textbook as indicated on the study checklist that will be provided (a small portion of the total material covered)
- New class material covered since the midterm
- Textbook chapters 10-19
- Chapters 4-6 and the epilogue of *Contagious*

 The online final will consist of:
- Fifty multiple choice questions (two points each for a total of 100 points)
- Three integrative essay questions, relating issues discussed or relating specific course issues to the needs of specific organizations and brands (thirty points each for a total of 90 points).

The online final is open book, open notes, and open Google, but "closed friend." That is, you may not seek help from or discuss your answers with anyone else.

A sample final will be provided.

PROJECT. For this course, you will be asked to select:

- **A new product or service not currently in existence**
- **An existing product or service that has potential to be targeted to a segment or type of consumers that currently does not use the product** (or has very low usage rates)—e.g., video games marketed to senior citizens (who want to preserve mental agility and/or play with their grandchildren). The product may need to be modified (e.g., senior citizens may not like violent or explicit video games)
- **An existing product or service that could achieve significant additional sales if distributed through a new channel**. This channel must be realistically available—i.e., retailers, wholesalers, and other intermediaries must want to carry it—e.g., mobile manicurists who show up at a customer's home or work site
- **An existing product that is sold in one or more countries and can be introduced in another specific country where it is currently not widely used** (e.g., fortune cookies are actually not used in Mainland China).

You will be asked to complete:

- An electronic form proposing the project and responding to selected questions on the target market , product logistics, and business structure
- An optional Zoom meeting to discuss your proposal. Although the project proposal and meeting are not graded per se, completing these to a satisfactory standard are required to pass the course.
- A list of *at least* fifteen bibliographic sources found using library databases
- One applications paper in which you discuss issues related to chosen topics as these relate to the project.

The actual paper is discussed in greater detail in Appendix D, but involves and application of course ideas and your secondary market research to the needs of the venture.

The applications paper should be uploaded to Turnitin through Blackboard. Instructions for uploading to Turnitin are available in Appendix H and on the course web site.

Please note:
- Creativity (within limits of good taste) is strongly encouraged!
- All assignments must be your own work. Although it is acceptable to have other people proof-read and comment on your papers, copying other people's work or other forms of academic dishonesty will be taken very seriously. Plagiarism may result in very serious sanctions from the University and the issuance of a failing grade in this course. **If more than three consecutive words are used from a source, these words must be put in quotation marks.**
- You should consider any ethical implications of your ideas and analyses.
- The assignments are intended to be fun and to "tap" your ability to apply marketing ideas to managerial situations. Therefore, there is often great latitude in the exact outcome of your assignment. The most important thing to ask yourself is, "Would this kind of analysis be valuable to a manager paying me as a consultant?"
- Real marketing problems rarely if ever have clear, precise, and objective numerical answers. Thus, it would not be useful to give you "cookie cutter" assignments. There will be some subjectivity in the grading of assignments, but the grading will be more objective than evaluations you will receive at work and your feedback will be much more precise than what you can expect in the industry setting.

Additional guidelines can be found in Appendix D.

BRIEF INTERDISCIPLINARY PAPER. In this paper, you will be asked to discuss either (1) implications of something that you learned in another class for marketing or (2) implications of something covered in this class for another class that you have taken. Guidelines for this assignment are in Appendix J.

PARTICIPATION AND IN-CLASS ASSIGNMENTS. During most discussion sessions, one or more in-class assignments will be issued. Those who attend and complete these will usually receive credit. It is assumed that up to three in-class assignments may have been missed for legitimate reasons. An allowance of three missed classes is generous enough to accommodate unusual situations, including those that may delay your arrival for class. If classes beyond that number are missed for legitimate reasons, a make-up assignment can be done to receive credit for the assignment of the day as discussed in Appendix B. You are expected to attend discussion sessions *in their entirety* and you are responsible for all materials covered, announcements made, and collateral effects of missing any part of any class.

Please note that if more than three in-class assignments are missed without authorized makeups, the class participation score may become a negative number.

Grading of class participation is discussed further in Appendix I.

RESEARCH PARTICIPATION. You will be asked to participate several online studies sponsored by Marketing Department faculty. This is a requirement of the Marketing Department and is beyond the control of the instructor. Any questions on registering for and participating in research studies should be directed to Brian Huh (huhb@marshall.usc.edu), Manager of the Marshall Behavioral Lab. A separate handout, which will be posted on Blackboard, describes this requirement in more detail. Please register in the research participation interface at your earliest convenience so that you will receive notifications of ongoing studies. Generally, demand for studies is heavy both when studies are first offered and during the last few sessions. More openings are generally available during the middle of the semester.

Individuals who do not wish, for philosophical reasons, to participate in research or are not eligible to participate may complete a substitute assignment for each of the two experiments. Please see Appendix C for details.

CLASS NOTES POLICY

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

SUPPORT SYSTEMS

Counseling and Mental Health - (213) 740-9355– 24/7 on call
https://studenthealth.usc.edu/counseling/
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
https://usc-advocate.symplicity.com/care_report/
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Campus Support and Intervention - (213) 821-4710
https://uscsa.usc.edu/
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu Non-emergency assistance or information.

OTHER POLICIES

1. Zoom discussions are preferable to e-mails for questions that require an elaborate answer (more

than two to three lines).

2. Extensions on assignments may be given when warranted by individual circumstances. Unless an explicit waiver is obtained in advance, *extensions are expressly contingent on continuous attendance between the original due date and the extended deadline*.

3. Makeup examinations require serious and compelling reasons and appropriate documentation. If at all possible, makeup examinations should be requested and arranged at least two weeks in advance. The appropriate online form on the course web site should be used. If you need to arrange a makeup, please discuss this during Zoom office hours rather than by sending an e-mail. Please note that the university has very stringent regulations about makeup final examinations. In general, makeup final examinations are permitted only (a) if the regularly scheduled final examination time and date would conflict with the observation of a religious holiday, (b) under cases of severe illness, or (c) if an individual has three or more final examinations scheduled on the same day.

4. University regulations on academic integrity are in effect. All work submitted must be your own**. In writing papers, if you take any more than three consecutive words from any source—even if placed in footnotes or in tables—these must be put in quotes**. Even if you do not quote directly, you must still give credit, by way of a citation, to any author's ideas you use. The university provides serious sanctions for plagiarism. It is my policy to assign a <u>failing grade for the course</u> to any individual found to have engaged in plagiarism. Please see http://www.usc.edu/student-affairs/SJACS/pages/students/academic_integrity.html.

5. Section 11.31 of the [Student Conduct Code](#) prohibits "Dishonesty, such as furnishing false information to any university official, faculty member or office." It is my policy to assign a failing grade for the course for such violations.

6. Individuals who wish to claim as an excuse that "the dog ate [their] homework" must furnish proof of ownership of a dog of sufficient size to be plausibly able to consume an assignment of the size in question.

A PERSONAL NOTE

I have a mild case of Asperger's Syndrome, a neurological condition that in effect involves a "trade," albeit involuntary, of certain abilities for others. My symptoms are modest but frequently noticeable—the most significant ones involve difficulty in maintaining effective eye contact (I am often perceived as "staring"), impaired transmission and interpretation of non-verbal communication, excessive sensitivity to noise and other stimuli, poorly controlled body movements, limited spatial ability, and extreme difficulty in "learning" faces. Please understand that my mannerisms are not an indication of lack of interest or regard, that it may take me several weeks to learn your name even if I have a photograph of you available, and that I may need several extra moments to recognize you if we run into each other outside class.

Appendix A
GRADING ISSUES

University Grading Standards. The [*USC Catalogue*](#) states:

> The following grades are used: A – excellent; B – good; C – fair in undergraduate courses and minimum passing in courses for graduate credit; D – minimum passing in undergraduate courses; F – failed. In addition, plus and minus grades may be used, with the exceptions of A plus, F plus and F minus.

Please note that "excellent" refers to a standard significantly higher than merely "good." "Good" is better than merely "fair."

Marshall School of Business norms. The Marshall School of Business no longer maintains an express average grade mandate for undergraduate courses. However, faculty are expected to vigorously differentiate between various levels of performance. The reality is that although standards within the School are high, there is considerable variation in the performance of students. **It is appropriate that top students receive a level of recognition greater than the ones who are merely "good."** Thus, it is not realistic for the majority of students to expect to receive the top grades.

Over the last decade, the quality of students admitted to USC and the Marshall School of Business has improved dramatically. Although this higher quality of students should be considered to some extent in grading, the caliber of current Marshall students also means that meeting minimum standards for passing, let alone excelling relative to the norm, is a considerable accomplishment. Although it is intended that students should be appropriately rewarded for the quality of work produced, it is *not* intended that the course should be easy to pass. Individuals who perform poorly on exams, fail to produce papers and assignments of sufficient quality, or miss a significant number of classes should *not* expect to pass the course. Grades of A and A- are intended only for students who do *very* high quality work. High quality work is expected for grades of B+, B, and B-. Good work is expected for C grades. Although a passing grade, D represents substandard work. Realistically speaking, however, with the intense competition within the Marshall School of Business means that some students will receive this grade, whether because of insufficient work ethic, inadequate academic preparation for this level of course work, or special difficulty with a particular subject. It is hoped that all students who work diligently will pass the course. However, students who fail to meet minimum standards cannot reasonably expect to receive credit for completing the course.

Course grades. Grades for this course will be assigned based on the total number of points accumulated by each individual throughout the term. **Only when all scores are available will it be possible to meaningfully determine grade cutoffs**. Letter grades are not assigned to specific numerical scores on papers, exams, and other material. Attempting to average letter grades on individual assignments and exams will *not* give the same result as that obtained from grades assigned based on total point accumulated for three reasons:
1. *Non-proportionality of the continuous percentage scale and the discrete four point letter grade scale*. Note both (a) the sharp breaking points between two grades—e.g., C+ and B- and (b) the difference magnitudes. For example, on a traditional straight scale, there is only a twenty absolute percentage point difference between a C and an A (e.g., 75% and 95%), but the 4.0 grade point weight is 200% of the 2.0 weight.
2. *Regression toward the mean*. On any given project or exam, an individual's score is likely to result in part from both (a) typical performance level (which may result from study habits, aptitude, or other variables) and (b) situational factors (e.g., having a good or bad day; "luck of the draw" in the selection of questions). Therefore, in a grading environment with a mean score of 3.0, it is much more impressive to receive an A- twice in a row than it is to receive this once; and much more unimpressive to receive a D twice in a row. The result of two consecutive *D*s, for example, may translate more into a cumulative effect of D- or F. Grades based on total points are more "diversified," and thus random fluctuations are likely to play a smaller role.
3. *Loss of precision in the conversion of continuous scores to discrete letter grades*. On a straight scale, both 83% and 87% typically represent a letter grade of B.

It is my anticipation to assign grades that, as closely as possible, reflect a "straight" scale. Some curving may be done if exam scores or points as a whole for the entire class are either exceptionally high or exceptionally low.

Philosophical issues. Some people have referred to having "points taken off" project or exam question scores. This is *not* a meaningful way to view grades. Papers and exam answers are *not* presumed to be perfect, with points being "deducted" for "deficiencies." Rather, grades are based on the overall impression of the work. It is not just a question how many "flaws" exist in the paper or answer, but rather, how much *quality* overall exists. Receiving a perfect score on anything—and especially receiving such scores repeatedly—takes a nearly superhuman person.

It should also be noted that, although for the population as a whole, there is likely to be a pronounced correlation between the amount of effort put into work and the final outcome, **effort does *not* guarantee outcome**. "Working hard" on an assignment—or in the class as a whole—does *not* guarantee a high grade. The amount work put into a class or a project cannot be used as a legitimate rationale for the assignment of a higher grade.

Grade changes. Once course grades have been submitted to the Registrar's office, **it is generally *not* possible for the instructor to change a grade except if an outright mistake has been made in recording, transcription, or computation**. As stated in the *USC Catalogue:*

> A grade once reported to the Office of Academic Records and Registrar may not be changed except by request of the faculty member to the Committee on Academic Policies and Procedures on a Correction of Grade form. *Changes should be requested only on the basis of an actual error in assigning the original grade, not on the basis of a request by the student or special consideration for an individual student. Students are not permitted to complete course work after the semester has ended.* [Emphasis added.]

With a class this large, many people will be close to the boundary of letter grade cutoffs. In past semesters, several people were only one point away from a respective higher grade. (Many people, of course, were also "just one point" away from a lower grade.) With some 200 students, the total point scores will tend to "cluster" closely together. It is simply not possible to make cutoffs that had wider distances between letter grades under the circumstances.

Please show the decency and professionalism not to request grade changes that are not consistent with University guidelines.

Appendix B
MAKING UP CLASSES MISSED
FOR LEGITIMATE REASONS

In general, each individual can miss up to discussion sessions—or parts thereof—without direct loss of credit for in-class assignments. Please note that you must attend a session in its entirety to be eligible for credit for an in-class assignment. If more than three in-class assignments are missed for *legitimate* reasons, an assignment can be completed to make up for each excess missed assignment in whole or in part.

Note that the assignment provided must be of a sufficient quality to justify credit for the day. Papers of inadequate quality may receive no credit or credit for a fraction of the day, depending on the quality. This is not intended to be an easy assignment that can be completed quickly.

Makeup papers should generally be turned in no later than one week after the missed class meeting in question unless a waiver for compelling reasons is obtained in advance.

INSTRUCTIONS

1. Please fill out the online petition under the "Administrative" section of the course web site at http://www.buad307.com/admin.html .
2. Please read
   a) The textbook chapter(s) relevant to topic(s) covered on the day in question and
   b) <u>At least three articles</u> from trade or business publications that are relevant to the implications of the topics for a firm of your choice. These articles must come from legitimate periodicals—web sites are generally <u>not</u> acceptable.
3. Please write and upload to Turnitin through Blackboard:
   a) A brief description of the reason for the missing the class session.
   b) A paper—usually ranging from 4-5 pages double spaced pages—discussing implications of the textbook chapter(s) and articles you have read for the firm you have chosen. <u>You must cite each article and the textbook at least once</u>. Credit is contingent on acceptable quality.

Appendix C
ALTERNATIVE ASSIGNMENT IN PLACE
OF RESEARCH PARTICIPATION

The Marketing Department has mandated that participation in one online study and two in-person research studies be part of the requirements for this course. The philosophy is that there is some educational value in getting a feeling for what marketing experiments are like and, further, that since marketing knowledge is heavily based on research, those who study marketing will be asked to help "give back" to the discipline and future students by helping expand this knowledge.

The guidelines provide that those who object to participate in the research, or are not eligible, may complete a substitute assignment to attempt to obtain the points available. If you would like to take this route, you may complete a brief paper on *any topic covered in this course*. You should:
- Cite the textbook *and at least three articles* from legitimate periodicals on the topic
- Discuss implications of these for a specific firm of your choice (e.g., Hewlett-Packard, Walmart, or Marriott Hotels).

Quality is important than quantity, and people differ in their writing styles, but a length of 4-5 pages double-spaced (not including the biographical listing) is generally reasonable.

Please note that full credit for papers is *contingent on quality and is not guaranteed*. Those electing to write a paper should turn this through Turnitin on Blackboard no later than April 26.

Appendix D
PROJECT GUIDELINES

For your project, you will be asked to complete a project proposal, and one Applications Paper on one of four options on the potential for introducing one of the following:
- A new product or service not currently in existence;
- An existing product or service that has potential to be targeted to a segment or type of consumers that currently does not use the product;
- An existing product or service that could achieve significant additional sales if distributed through a new channel; or
- An existing product that is sold in one or more countries and can be introduced in another specific country where it is currently not widely used

A new product or service not currently in existence—e.g.,
- *An automobile GPS system providing the option of the "least stressful" route*. Note that this represents a modest enhancement to an existing product but one that may be of great value to some customers.
- *Secular values training and leadership programs for children of busy parents not involved in organized religion.* Many church groups and religious organizations such as the Boy Scouts provide values training for children. However, many parents who are not actively involved in religious groups might be uncomfortable with this. At same time, such parents may face time pressures that make it difficult for them to devote as much time as they would like to working with their children to develop good values. This type of program could involve fun activities, making it popular to children, which may make the participants more receptive to the message provided.
- *Discipline consulting services*. Many parents today have limited time to discipline their children and also feel uncomfortable making the children feel bad. They may view certain disciplinary practices as being outdated, but yet not know of clear alternatives and the likely consequences of different choices. A consultant may help parents set up a discipline program that weights the parents' values while adding in the experience that can be related by the consultant. An alternative would be a program to train "certified discipline consultants" who would then provide the services.
- *Carry-on suitcase with notebook computer tray*. In most airport lounges, there are seats but few if any tables in the flight boarding areas. It would therefore be handy for many travelers to have a tray on their carryon suitcases that could be pulled out when the suitcase was standing up, serving as a small table for the computer.

An existing product or service that has potential to be targeted to a segment or type of consumers that currently does not use the product (or has very low usage rates)—e.g.,
- *Video games marketed to senior citizens* (who want to preserve mental agility and/or play with their grandchildren)
- *Noise cancelling headphones for children vulnerable to distraction*. Many children (and adults) suffering from attention deficit-hyperactivity disorder (ADHD) and related conditions are very vulnerable to distractions in the environment. Currently, Bose makes some very high end noise cancelling headphones that are typically used by high income professionals and executives during travel. Many families may not be able to afford the current price of several hundred dollars, depending on the model. However, if the marginal (variable) cost of

producing additional units, once the product has been developed, is relatively low, it may be possible to create a cheaper version for children. Making this set bright pink or orange would discourage the original segment from choosing this cheaper version.

The product may need to be modified (e.g., senior citizens may not like violent or explicit video games).

An existing product or service that could achieve significant additional sales if distributed through a new channel. This channel must be realistically available—i.e., retailers, wholesalers, and other intermediaries must want to carry it—e.g.,
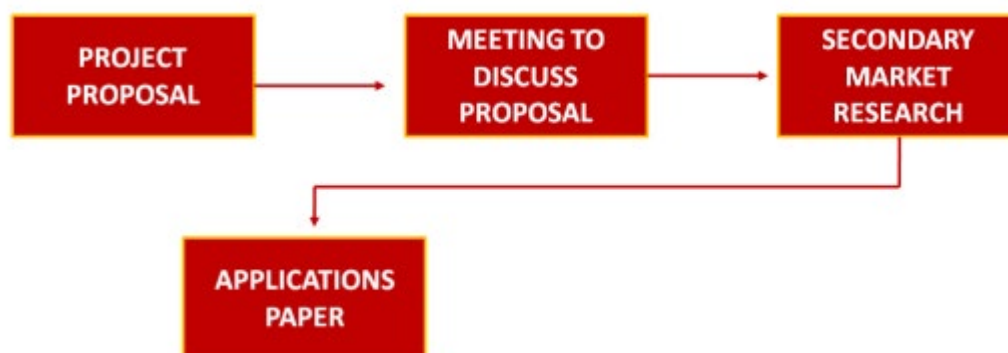
- *Financial planning programs sold through churches, synagogues, or mosques.* Many individuals fail to plan and save adequately for retirement and large expenses such as their children's college expenses. Some people may not trust any financial advisors and others do not get around to seeking one out. However, an advisor screened by the religious organization is likely to be more credible. If appropriate, issues of financial planning, as they relate to the religion, could be discussed during services to increase motivation to seek out appropriate services.
- *Groceries being delivered to car pool or van pool departure sites.* Many consumers with long commutes have difficulty finding the time and energy to go grocery shopping. There are services that deliver groceries to people's homes, but this is difficult when the consumer is not home during the day time, especially when perishable products are being involved. Some communities provide parking lots where people drive locally, park, and join a car or van pool. Orders could be taken in the morning for delivery at that same location in the evening. For car or van pools that pick and drop off passengers directly at their homes, a brief stop could be made at a `pick-up site.

An existing product that is sold in one or more countries and can be introduced in another specific country where it is currently not widely used—e.g.,

- *Fortune cookies, which are actually generally not used in Mainland China.* These might be positioned as a cool "Western" product.
- *Foreign cuisines and restaurants introduced into a new country.*

PROJECT COMPONENTS		
Component	**Description**	**Due date**
Proposal	An electronic form will guide you through a description of your proposed venture, the value intended for customers, and a number of practical and logistical issues.	2/22
Zoom project proposal discussion appointment	During your scheduled Zoom appointment, your proposal will be discussed. You will be asked questions and will receive comments. During the Fall, 2020 semester, this visit is optional, but highly encouraged.	Seventh through ninth weeks
Search for secondary sources	A list of *at least* fifteen high quality sources useful for making decisions regarding the proposed venture. Individuals aiming for an above average grade are encouraged to find a more impressive number. Sources should generally involve articles and reports written by professional journalists and/or analysts. **Firm and organizational web sites are generally not acceptable.**	With final applications paper

PROJECT COMPONENTS		
Component	Description	Due date
	"Articles" from *PR Newswire* represent organizational news releases and are *not* acceptable. It is fine to find articles directly from the publication's web site, but you must provide a complete citation including author name (if available), title of the article (if applicable), publication name, and the year of publication. **Sources with no date indicated are not acceptable.** The date of access is not an indication of when the article was written. Sources should be sufficiently current to meaningful for the topic in question. For examples, for topics such as information technology and Chinese consumers, sources older than 2-3 years are unlikely to be meaningful.	
Applications paper	A paper which applies selected course ideas to the proposed venture	4/26

The applications paper should not exceed ten double spaced pages in length. Although quality is more important than quantity, the majority of applications papers have, historically, tended to run some 7-9 double spaced pages. **Conciseness and the use of bullet points, when appropriate, are highly encouraged.**

The applications paper should start with a brief statement—no more than five lines—reminding the reader of the proposal. For example:

>**PROPOSAL**: SeniorVideo would offer video games for senior citizens who wish to maintain their mental and sensory motor agility.

IMPORTANT NOTE: A "cut and paste" job that involves a large proportion of directly quoted material raises serious questions of whether the writer really knows and understands the material. Therefore, you should paraphrase—that is, put the information from a source in your own words rather than quoting directly—whenever possible. No applications paper containing more than 15% directly quoted material is eligible for a score of 70% or higher. No paper with more than 20% quoted material will receive more than 50%. Any paper with more than 25% quotations will receive a score of 0. Note: Turnitin ratios of "non-original" content will be higher than the actual amount of

quotations since references and certain other material are likely to be counted. Thus, you should not be alarmed at the estimate presented. Please see Appendix F for additional guidelines.

Applications Paper:

Based on secondary market research using the databases we have discussed in class, please discuss the significant issues you see from your research. You should cite at least fifteen sources. Relevant issues will vary among ventures, but some issues that may be of interest are:

- Characteristics, resources, and potentials of direct or indirect competitors for your venture
- Characteristics of the target market and significant differences from other segments
- Insights learned from the introduction of other products that have relevant similarities to the one in question
- The extent of dissatisfaction with the current situation or offerings among members of the target market
- Appropriate issues in pricing, distribution, and promotion
- Societal and/or other environmental changes that may favor or complicate the proposed offering
- Issues that will need to be researched to make a decision on entry into this market
- Ethical issues (if significant)
- Issues of technological feasibility
- If this is a product or service for consumers:
  - Consumer information search strategy
  - Consumer product category knowledge
  - Level of category involvement in the decision making process
  - Typical characteristics of the shopping occasion and situational influences relevant to the product category, target market, and distribution channel
  - Procedural knowledge required to use the product (note that this term has a very specific meaning!)
  - Social and/or family influences on product choice and/or selection
  - Means-end associations with the product
  - Consumer attitudes toward the product category and/or brands involved (reminder: attitudes have three specific components)
- If this is a product or service for businesses, government, or other organizations, issues discussed in chapter 7 of the text, such as:
  - Strategic alliances
  - Relationship marketing
  - Demand types
  - Buying practices (e.g., reciprocity)
  - Types of purchases
  - Buying centers
  - Evaluative criteria
  - Buying situations

Your discussion should emphasize issues of managerial importance—considerations in whether and how you might introduce this product. The managerial implications should be sufficiently well developed and discussed explicitly.

MANAGERIAL IMPLICATIONS

Managerial implications refer to the practical use of the information and/or observations made for making decisions--e.g., whether to go ahead with a venture, how much to invest, which distribution system to use, or how to allocate the firm's budget among items such as research and development, advertising and promotion, and market research. In other words, how is the information practically useful for a manager?

CHECKLIST:
- ✓ The paper starts with a brief reminder of the proposal description (no more than five lines).
- ✓ The research is based on legitimate books, periodicals, and other quality and objective materials. Most web sites not associated with quality periodicals are *not* acceptable.

  IMPORTANT NOTE: Articles from *PR Newswire* or similarly named sources (even if found through legitimate databases), are news releases, usually put out by firms trying to praise themselves and/or their products. **These are *not* legitimate sources!**

- ✓ At least ten quality and sufficiently current sources have been expressly cited and at least fifteen sources have been listed.
- ✓ All sources are clearly cited. A citation includes at least the author(s)' name(s), if available, the year of publication, and article title (if applicable). **A hyperlink is NOT a legitimate citation!**
- ✓ A bibliography or list of sources is included.
- ✓ Managerial implications are sufficiently developed and emphasized.
- ✓ Reasoning for conclusions is clearly articulated.
- ✓ Ideas are spelled out in sufficient depth to be meaningful. Generally, for a topic to be discussed meaningfully, several paragraphs are necessary. Please note that one of the most frequent comments on papers is "Any specifics?"
- ✓ Any assumptions are clearly identified.
- ✓ The term "etc." (or other ambiguous terms) is *not* used.
- ✓ Sensationalistic terms such as "revolutionary" are avoided.
- ✓ Direct quotations have been minimized. Whenever possible, sources have been paraphrased.

A draft of the evaluation form for this assignment is available on the course web site but is subject to revision.

REMINDER

In papers and assignments, if you take more than *three consecutive words* from a source, these must be put in quotes or indented as an extended quotation.

You must also cite any source you use even if you do not quote directly.

Appendix E
QUALITY OF SOURCES USED IN RESEARCH

Sources That Are Likely to Be of Higher Quality:
- **Books**
- **Periodicals**—can be found through library databases such as Lexis-Nexis and ABI/Inform
  - **General news** (Note: These sources are sometimes available online and it is fine to use any online version).
    - **Newspapers**—e.g., *Los Angeles Times*, *Wall Street Journal*, *Financial Times*
    - **Magazines**
      - **Business oriented**—e.g., *Business Week, Fortune, Forbes, American Demographics*.
      - **General**—e.g., *Newsweek, Time, Economist*
      - **Specialty magazines**—if appropriate and relevant—e.g., *PC Magazine*
    - **Trade publications**—e.g., *Air Cargo World, Ice Cream Reporter*
- **Reports from legitimate research firms found on secondary source databases**.
- **Reference Directories**—e.g., *Best Customers*
- **Government publications**—e.g., *Statistical Abstracts of the United States*
- **Selected web sites from credible sources**: U.S. Government, United Nations, World Bank. (Note: Most other web sites are <u>not</u> appropriate).

A NOTE ON WIKIPEDIA

Studies seem to suggest that Wikipedia tends to be about as accurate as established commercial print encyclopedias. It is, however, a source that is intended primarily to provide *general* information. You can use Wikipedia as *one* source (even if you consult different entries within Wikipedia). However, this source should at most account for a small percentage (e.g., 5%) of your total citations.

Sources That Are Likely to Be of Low Quality and/or to Be "Suspect" in Some Way:
- **Articles from "PR Newswire" or similarly named sources**. These are public relations messages that firms pay to send out.
- **Most web sites**:
  - **Private sites**. The person who wrote this may not be qualified to discuss this issue, may have done a sloppy job, or may have a special interest. This includes sites hosted on ".edu" domains unless the writer is clearly identified as a professor or researcher. If the source is credible this way, you must identify this fact in the citation.
  - **Company sites**. These are glorified advertisements for the firm and are intended to make the firm look good. Accuracy may be less important to the firm than coming across favorably!
  - **Trade group sites**. These are supposed to make the industry look good. See above!
  - **Foreign government sites**. Many of these are intended to make the country look good. Some countries do not have the resources to collect accurate information.

Much of the information contained may represent wishful thinking rather than reality. In some countries, some of the "information" may also be compiled by "volunteers" from firms that have a vested interest in promoting a certain view of reality.

- o **Political, social, or organizational sites**. Sites run by religious groups, social or ethnic groups, political groups, or other groups that exist to promote one kind of viewpoint, policy, or "truth" cannot be taken at face value.
- **Company advertisements and annual reports**. Selected objective and audited information may be useful, but management opinions and claims are suspect.
- **Trade group brochures**. Again, the publisher has an agenda!

For sources to be meaningful, these must be reasonably current. This topic is discussed in more detail in the handout on secondary sources which will be distributed in class, but generally, with rapid rates of change, articles on technology on countries such as China are likely to be obsolete after 2-3 years. For food products, on the other hand, some articles that are 5-10 years old might be used (with appropriate caution).

Yes, it is easier to try to find things through search engines such as Google rather than consulting a reputable source. It is also easier to guess! Neither approach is acceptable.

FACTS ARE LITERALLY A DIME A DOZEN!

You can buy an almanac with more than 2,400 facts
for less than $10.00.

**What counts is identifying <u>relevant</u>
facts and their <u>implications</u>.**

Appendix F:
NOTES ON QUOTATIONS, PARAPHRASING,
AND CITATIONS

Quotations and paraphrasing. Generally, it is better to *paraphrase* statements made in articles and other documents. **A direct quote of more than a few words should ordinarily be used only under exceptional circumstances**—e.g., when it is exceptionally succinct, insightfully phrased, ironic, otherwise forceful, or revealing, as appropriate, of a significant player's personality, predisposition, or strategy.

Note that occasionally using just a few judiciously selected words from a quote may add a nice flavor. For example:

John Smith, lead petrochemicals analyst at Arthur Anderson & Co., remarked that it is "quite unlikely" that Nigeria will be able provide a "sufficiently dependable" supply of benzene for major industrial customers.

Frequently, direct quotes tend to be longer than a good paraphrase, and the reader will not be spending time thinking about what kind of point the direct quote was intended to make.

If you do decide to use a quote, it must be *introduced* in some way—e.g.,

According to Jack Intrascopolus, a leading authority on "hiphopponomics" (the economics of hip hop music), "The prospects for hip hop music in the Middle East, at the moment, appear to be…."

Citations. In all papers, you must cite your sources in the body of the text and provide a complete bibliography at the end of the paper. You must cite a source when you use information from it even if you do not quote directly. For example:

It appears that hip hop music has so far met success in North America, Western Europe, and certain more affluent Asian countries, with penetration in Latin America and the Middle East so far being more limited. (Intrascopolus, 2019).

(The author's last name and the year of publication are put in parentheses at the end of the sentence). The source should be listed completely (author, title, publication, date, and, if available, page numbers) at the end of the paper. E.g.,

Interscopolus, James Q. (2019), "Rapping Against a Cultural Wall," *International Journal of Hiphoppology*, 4(2), 423-450.

Appendix G:
INDICATORS OF SUPERFICIALITY:
AVOIDING HYPERBOLE, CLICHES, AMBIGUITY, AND EMPTY "BUZZ WORDS"

The following are examples of statements made in cases that will tend to prejudice an educated and thoughtful reader against the writer.

MEANINGLESS AMBIGUITY
- "StarMedia should focus on the community it offers, which Latin Americans seem to be demanding, to maintain their early mover advantage."
- "… StarMedia needs to, nonetheless, persevere and to establish itself as a leader in developing and tailoring the market to appeal to Spanish speakers. However, the company

must be careful to steer clear of stereotyping and must always be educated and ware of the complexities and the uniqueness of the region."

HYPERBOLE—general statements that at best represent exaggerations and ambiguity—e.g.,

- "[StarMedia] need only continue the following programs for prosperity in the future." [First of all, unless the "programs" in question have been specified very precisely, the statement is not meaningful. Secondly, the term "prosperity" is not a business term and is overly vague. Thirdly, there is authority or compelling reasoning to suggest that the programs will continue to work in the future.]
- "Having all these partnerships make it difficult for StarMedia to lose overall market share…" [In truth, losing market share (unlike body weight!) is very easy. A more meaningful statement might be that these partnerships might "help ameliorate threats to market share."]
- "Everyone has been trying to get a piece of the Spanish-speaking Internet market."

CLICHES—"over-worn" phrases or "dime-store philosophy"—e.g.,

- "… has grown by leaps and bounds."
- "Time will only tell what will become of StarMedia…."

EMPTY "BUZZ WORDS"—fancy terms mean very little when it is not demonstrated that the writer fully understands what they mean and how they apply in the respective context—e.g.,

- "Here are three factors that would allow StarMedia to succeed:
    - "Leveraging technological capabilities. [There is no indication that the writer has thought of how the term applies here—but it sounds fancy and profound!]
    - "Forging corporate partnerships early on. [When exactly should these happen? The firm has been in operation for some time now—is it too early, too late, or about time now? What kinds of partnerships should be forged?]
    - Collaborating with customers." [How?]
- "StarMedia should compete in Latin America and the U.S. by being aggressive and leveraging its brand names, advertisers, and strategic partners." [Easier said than done! Some relatively specific suggestions are needed for this mouthful to have any value.]

STATEMENTS WITHOUT ARTICULATED OR ADEQUATELY IMPLIED LOGIC [Note: Some of these conclusions might have had merit if supporting evidence or reasoning were to follow immediately after their assertions.]—e.g.,

- "[StarMedia] is the leading Internet site in Latin America, with many dependent customers, so it will continue to grow."
- "[StarMedia] has developed seven different versions ad… This is why StarMedia has survived and why it has been so popular, and why it will continue to be."
- "One way for StarMedia to generate more revenues is to advertise more."
- "With a low stock price, but with strong future annual reports, more investors will begin to invest." [What is a "strong annual report" and how do we know that these will occur in the future?]

OVERLY GENERAL OBSERVATIONS—e.g.,

- "[It] would be more advantageous for Maytag to pursue entry into the Japanese market in conjunction with enterprises that are well entrenched in the market and can bring considerable knowledge and experience to the partnership. Simply, these partnerships should share complementary strengths in business, brands, and products."

Appendix H
USING TURNITIN
TO SUBMIT ASSIGNMENTS

The project proposal, applications paper, list of project sources, and any makeup assignments should be uploaded to the Turnitin feature of Blackboard. Documentation more detailed than the notes below is available at
http://guides.turnitin.com/03_Integrations/Blackboard/Blackboard_Learn/Blackboard_Basic/Student_User_Manual/01_Submitting_a_Paper .

To upload a document to Turnitin:

1. It is recommended that you use the Chrome browser since this has been found to be most compatible with Turnitin. Some individuals have experienced difficulty trying to upload with Safari.
2. Enter Blackboard at http://blackboard.usc.edu .
3. Select this course from the courses listed on "My USC."
4. Go to the "Assignments" section.
5. Select the assignment in question (i.e., proposal, applications paper, makeup assignment).
6. **Be sure that the file you will be uploaded is closed (i.e., not being used by any programs on your computer)**
7. Specify the title of the document uploaded (e.g., "Applications Paper—Identity Wiper") and select the file to be uploaded

8. Click on "Upload."
9. **You may see your paper in a distorted format displayed at this time. This is fine since I read the original word processing file rather than what is being displayed. Please DO NOT e-mail another copy of the paper as a "backup!"**

10. **On the next screen, please be sure to click the icon to verify the upload by clicking on the "Confirm" button:**

11. Blackboard should now provide you with a receipt looking something like this:
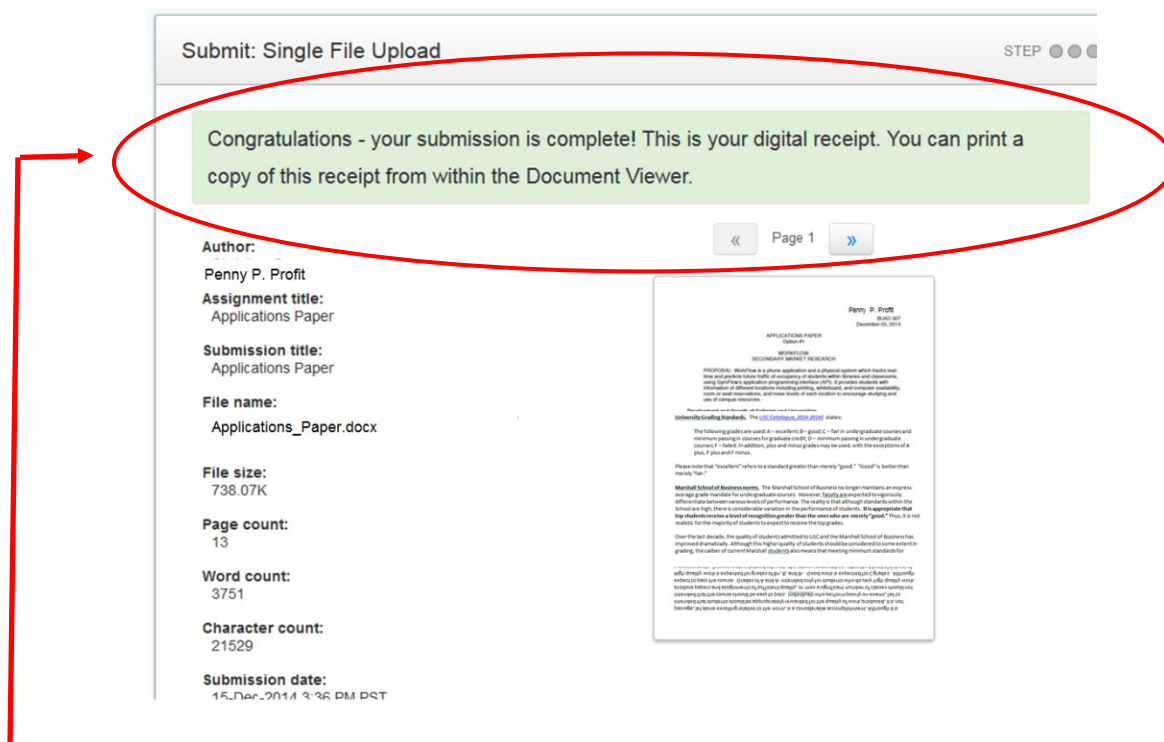
Please be sure to verify that you receive the green "Congratulations – your submission is complete!" message shown above.

If you do not receive this receipt, please double-check that you have correctly uploaded the paper. If you have uploaded the paper correctly and do not receive a receipt, please contact Blackboard support at 213-740-5555, option 2.

The Provost's office has asked that the following statement be sent to students in courses where Turnitin is used:

> "USC is committed to the general principles of academic honesty that include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. By taking this course, students are expected to understand and abide by these principles. All submitted work for this course may be subject to an originality review as performed by Turnitin technologies (http://www.turnitin.com) to find textual similarities with other Internet content or previously submitted student work. Students of this course retain the copyright of their own original work, and Turnitin is not permitted to use student-submitted work for any other purpose than (a) performing an originality review of the work, and (b) including that work in the database against which it checks other student-submitted work."

EVALUATION OF CLASS PARTICIPATION

Participation in class discussions promotes a better understanding of the material, taps into the collective knowledge and experiences of the class, and sharpens communication skills. Participation opportunities will typically center on topics students may propose, topics/questions I propose, and in- class exercises. Students should plan to arrive on time to class, and remain for the duration of the class.

During most discussion sessions, an in-class assignment will be made. For individuals who do not miss more than three discussion sessions and keep Zoom cameras on for at least the first forty-five minutes of each session, grading will start with a baseline of points. An adjustment will then be made for the quality of participation.

Unless you have compelling reasons for having your camera off, **you are expected to have your camera on for at least the first forty-five minutes of each Zoom session**. If you have good reasons to have your camera off (e.g., limited Internet bandwidth or surroundings you are not comfortable with other people seeing), please discuss this with me in advance.

The following guidelines will be used to evaluate contributions to class discussions:

Excellent contribution
- Clarifies points that others may not understand.
- *Builds* on facts already stated in reading or made by others.
- Accurately exhibits knowledge of class content.
- Offers relevant and succinct input relating to topic being discussed.
- Takes *appropriate* risks in attempting to answer difficult questions.

Good contribution
- Demonstrates clear and significant preparation.
- Expresses ideas well substantiated and persuasive.
- Makes accurate use of course material.
- Offers relevant and succinct input relating to topic being discussed.

Fair contribution
- Participates in class exercises, but participates minimally in full class discussions
- Makes accurate use of course material or provides relevant input relating to topic being discussed, but not consistently both.
-

Below average or negative contribution
- Offers comments whose purpose is unclear or very similar to what has already been stated.
- Exhibits disruptive behavior.
- Drains energy from the class.

Some credit may be given for "chat" comments made in Zoom, but spoken comments will be given greater weight. Pleas be sure that your full name is shown on Zoom.   For very good comments, a "+" may be awarded; for excellent comments, a "++" may be earned, and a truly outstanding and

exceptional comment may be rewarded with a "+++." Comments recklessly repeating ideas already expressed or apparent attempts to rack up participation credit by making low quality comments may result in a "-" or "—." **No amount of participation frequency will guarantee a particular grade**. In general, participation incidents without a plus, double plus, or triple plus have little impact. Please note that it is, statistically speaking, not realistic to expect a participation score percentage significantly higher than your exam scores.

Missing more than three in-class assignments without authorized makeups will result in the loss of twenty points for each assignment missed in excess of three. This may result in a net negative total participation score.

Individuals who are severely uncomfortable participating in class discussions may perform a substitute assignment for as many discussion sections as desired. Please:

1. Find a legitimate article from a newspaper, magazine, or trade journal on the topic scheduled for the discussion session in question in a legitimate periodical. This may be accessed online, but an ordinary web site does NOT qualify.
2. Discuss what the article says (no more than one page).
3. Discuss the implications of what is being said for a firm of your choice. This discussion should not exceed 1.5 pages.

Any "discussion substitute" assignments be e-mailed to discussion@buad307.com before the start of the session in question.

Appendix J
BRIEF INTERDISCIPLINARY PAPER GUIDELINES

BACKGROUND

This brief assignment intended to provide you with an opportunity either to (a) find a way in which marketing principles can he applied within the context of another discipline or (b) how concepts which you have studied in another course are relevant to marketing. Please note that, in your paper, you must make express reference to a course you have taken (either here at USC, at another institution, or in high school):

EXAMPLES

Below are some examples of how concepts from other disciplines have implications for marketing.

Accounting
- What are the implications of inventory valuation policy for marketing? For example, what are the implications of the use of "Last-In, First-Out" (LIFO) valuation on the willingness of a firm to deplete its inventories?
- How can the value of a brand be determined?
- How can accountants, discouraged by professional standards from advertising, communicate the quality of their services?

Finance
- How should risky projects—such as new product introductions— be evaluated?
- What is the value of patents, copyrights, distribution access, brand names**,** and marketing knowledge of a takeover target?

Macro Economics
- What types of products are most vulnerable to consumer cutbacks in bad economic times? Are there products whose sales actually increase? Note that counter-intuitive examples are more interesting.

Sociology
- To what extent do brand preferences in one or more product categories "transfer" from parents to their sons and daughters?
- Do immigrants to the U.S. who are fluent in English tend to prefer advertisements in English or in their native languages?

Information Systems/Operations Management
- Uses of information system technology in marketing decisions.
- Simulation of the impact of product introduction.

Fashion Design
- What types of attire are more effective for sales persons to wear? Does this depend on the product category and/or other factors?
- Some research shows that men's wear tends offer greater durability than women's wear does. One hypothesis advanced to explain this phenomenon is that that women tend to prefer to switch to new clothes more quickly than men do. Is this correct? Could there be a market for more durable women's wear?

Statistics
- How can future demand for a product be estimated or forecast based on past sales and/or other factors?

Physics
- Aluminum manufacturers have advertised that beverages in cans cool more quickly than in glass and plastic bottles. What causes this difference, how large is it, and how can this best be communicated to consumers?

Music
- To what extent and how does music played in retail stores affect the behavior of consumers?
- Under what circumstances is the use of music in advertising more likely to be effective?

Organizational Behavior
- How can marketing effectively relate to other functions in the organization?

International Business/Anthropology
- What are some differences between cultures that have caused companies to experience problems in transferring products and marketing strategies between countries?

Psychology
- How can companies that manufacture fragile or dangerous products increase the likelihood of consumers reading and complying with instructions and warning labels?
- Is it useful to mention something positive (but not very important) about competitors' products in your advertisements? Research on two the persuasiveness sided arguments has something to say about that.
- How many shades of red lipstick do you need to have a complete line? Do estimates by males and females significantly differ?
- What, if anything, can airlines do to attract customers who are scared of flying?

Engineering
- The cost of producing a product tends to decline dramatically with 'experience" or cumulative production. What arc the implications of this for product introduction and pricing strategies?

Political Science
- How are principles of positioning useful in political campaigns?
- How can candidates of the two major parties best appeal to independent or "swing" voters without losing votes in their main constituency?

Sports Management
- To what extent does the athletic success of a university affect the number of applications received and student choice on which institution to attend? Are any sports other than football especially important here?
- Under what conditions are product endorsements by athletes likely to be more impactful?
- In what ways do athletes tend to "brand" themselves, both for purposes of getting product endorsement deals and to influence how they are perceived by fans?

IMPORTANT NOTES:
- **You should expressly identify the *specific course* with which you are making the comparison**. (E.g., "In my Cultural Anthropology class, we discussed…."
- You should make *express reference to issues discovered in course or the textbook for the course.*
- Merely discussing the marketing of a specific product is *not* sufficient. **You must integrate ideas from another discipline.**

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SOURCES OF INSPIRATION AND INFORMATION

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- *Textbooks from other courses.* Do some concepts seem to have implications for marketing, or could marketing principles be applied to some ideas?
- *Lectures and other classroom materials from other courses.*

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RESEARCH AND WRITING

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This is intended to be a modest assignment, and you are not expected to put a great deal of time into it. Your write-up should not exceed two and a half pages, double spaced.

Appendix K

ALIGNMENT OF COURSE LEARNING OBJECTIVES WITH MARSHALL'S SIX UNDERGRADUATE PROGRAM LEARNING GOALS

Goal	Marshall Program Learning Goal	Course Objectives that support this goal
1	**Our graduates will demonstrate critical thinking skills** *so as to become future-oriented decision makers, problem solvers and innovators.* Specifically, students will: 1.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course). 1.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world. 1.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems. 1.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.	**3 ,6-8**
2	**Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.** Specifically, students will: 2.1 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc. 2.2 Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies. 2.3 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)	**5**
3	**Our graduates will be effective communicators** *to facilitate information flow in organizational, social, and intercultural contexts.* Specifically, students will: 3.1 Identify and assess diverse personal and organizational communication goals and audience information needs. 3.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts. 3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.	**4**
4	**Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities** *and aspire to add value to society.* Specifically, students will: 4.1 Understand professional codes of conduct. 4.2 Recognize ethical challenges in business situations and assess appropriate courses of action.	**6**
5	**Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions** *so as to anticipate new opportunities in any marketplace.* Specifically, students will: 5.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors. 5.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.	**1**

| 6 | **Our graduates will understand types of markets and key business areas and their interaction** *to effectively manage different types of enterprises.* Specifically, students will:
 6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.
 6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.
 6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets). 61.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices. | **1-8** |