![USC Marshall School of Business logo]

BUAD 307
MARKETING FUNDAMENTALS
Syllabus – Spring, 2024 – 4.00 units

Professor:	Lars Perner, Ph.D.
	Associate Professor of Clinical Marketing
Office:	Hoffman Hall (HOH) 603
Phone	(213) 740-7127
Cell:	(213) 304-1726
E-mail:	perner@marshall.usc.edu (*not* a substitute for office hour meetings!)
OFFICE HOURS: In person or by Zoom (your choice)	Monday, 6:00-7:00 p.m.
	Tuesday, 11:00-12:30 p.m.
	Wednesday, 1:00-2:30 p.m.
	And by appointment and walk-in
	https://usc.zoom.us/my/larsperner?pwd=SUdzMTRuWkIvUGFxVGhUcnVjK1c0dz09 Code: 151639

REQUIRED MATERIALS (Reading):	Dhruv Grewal and Michael Levy (2023), *M: Marketing*, 8th ed., McGraw-Hill Irwin, ISBN 9781264131181. Prior editions will supply most of the needed information.
	Rory Sutherland (2021), *Alchemy: The Dark Art and Curious Science of Creating Magic in Brands, Business, and Life*, Harper Collins, ISBN 978-0062388421.

CLASS TIMES/ LOCATIONS	Day	Time	Location*
Lecture Session	Tuesday	2:00-3:50 p.m.	Edison Auditorium (HOH EDI)
Discussion Sessions:	Tuesday	4:00- 5:50 p.m.	JFF 322
	Tuesday	6:00- 7:50 p.m.	JFF 322
	Wednesday	8:00- 9:50 a.m.	JFF 416
	Wednesday	4:00- 5:50 p.m.	JFF 316
	Wednesday	6:00- 7:50 p.m.	JFF 316

*__Individuals registered in each respective discussion session have priority on the seats__. You are generally expected to attend the discussion session for which you are registered. If you have an important event scheduled during your regular session, however, you may be able to attend a different one subject to seat availability.

CRITICAL COURSE DATES	
Event	**Date**
Last day to set up an online account for research participation	1/29
Brief AI assignment on the marketing environment due	2/06
Project proposal due	2/20
Midterm	3/05
Brief interdisciplinary paper due	3/19
Proof of certification training due	**4/09**
Applications paper due	4/23
Last day to turn in papers to substitute for research participation	4/30
Final examination	5/02

IMPORTANT NOTE! Attending lecture is NOT optional! Marshall policy provides that in-person attendance is expected in residential classes unless an express exception has been granted by OSAS as an accommodation. Zoom is *not* an option for either lecture or discussion. If a class session is missed

due to genuine illness or other compelling circumstances, a link to the Panopto recording may be made available. Such situations should generally be discussed during office hours and *not* by e-mail.

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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.

A NOTE ON DEADLINES

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. There is a three-day grace period after the due date during which papers can be submitted *without penalty*. Blackboard will accept papers after the due date. **Please DO NOT ENDANGER YOUR HEALTH by going without sufficient sleep!**

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	Date	Topics/Events	Reading
1	01/09	Introduction to Marketing and the Course Marketing Overview Customer value	Online article (please see link on Blackboard or in announcements)
	Discussion	Introduction to Marketing and the Course In-class Activity: Strategic Retail Reconnaissance Mission	
2	01/16	Marketing Overview	Text, chs. 1-3 Annotated Sample Applications Paper (see "Weekly Material" on Blackboard.
	Discussion	Strategy The Marketing Environment Term project information	
3	01/23	Ethics and Social Responsibility Digital Marketing: E-commerce, Social Media, Online, and Mobile	Text, chs. 4-5 *Alchemy*, pp. vii-48
	Discussion	Digital Marketing and Electronic Commerce Strategic Retail Reconnaissance Mission team presentations	
4	01/30	Digital Marketing and Electronic Commerce	*Alchemy*, pp. 49-90
	Discussion		
5	02/06	Consumer Behavior	Text, ch. 6 *Alchemy*, pp.91-132
	Discussion	**BRIEF AI ASSIGNMENT ON THE MARKETING ENVIRONMENT DUE. Please upload to Blackboard.**	
6	02/13	Consumer Behavior and Organizational Buyers	Text, ch. 7 *Alchemy*, pp. 133-164
	Discussion	International Marketing	
7	02/20	International Marketing	Text, ch. 8
	Discussion	**EXPERIENTIAL LEARNING CENTER (ELC) ACTIVITY**: "Marketing in Action"—**Please meet in the ELC in the basement of Fertitta Hall** **PROJECT PROPOSAL DUE.** Please upload on Blackboard.	
8	02/27	Segmentation, Targeting, and Positioning	Text, ch. 9 *Alchemy*, pp. 166-210
	Discussion		
9	03/05	**MIDTERM.** Random seating will be assigned. Please bring at least two #2 pencils. Scantron® sheet will be provided. No bluebook is needed.	
	Discussion	No discussion session meetings.	
	03/12	**SPRING RECESS. No lecture or discussion session meetings.** Please come back refreshed and recharged!	
10	03/19	Market Research and Analytics	Text, ch. 10 *Alchemy*, pp. 211-244
	Discussion	**BRIEF INTERDISCIPLINARY PAPER DUE.** Please upload to Turnitin through Blackboard.	
11	03/26	Market Research and Analytics	

Week	Date	Topics/Events	Reading
	Discussion	**PROOF OF CERTIFICATION TRAINING DUE**. Please upload your certificate to Blackboard.	
12	04/02	Products, Services, and Branding	Text, chs. 11-13 *Alchemy*, pp.245-270
	Discussion	**EXPERIENTIAL LEARNING CENTER(ELC) ACTIVITY**: "WashAway Clean"—Please meet in the ELC in the basement of Fertitta Hall.**	
13	04/09	Pricing	*Alchemy*, pp.271-316
	Discussion	**PROOF OF CERTIFICATION TRAINING DUE**. Please upload your certificate to Blackboard.	
14	04/16	Pricing	Text, chs. 14-16 *Alchemy*, pp.317-342
	Discussion	Distribution	
15	04/23	Distribution	Text, chs. 17-19 (skim only) *Alchemy*, pp. 343-358
	Discussion	Promotion **APPLICATIONS PAPER DUE**. Please upload to Turnitin on Black board.	
Final: Thursday, May 2, 2:00-3:45 p.m. Location: TBA. Random seating will be assigned. Please bring at least two #2 pencils. Scantron® sheet will be provided. No bluebook is needed.			

POLICY ON ARTIFICIAL INTELLIGENCE (AI) TOOLS

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

GRADING

Grading will be based on the following course components:

Component	Points		Percentage		Date/Due Date	Form
Midterm		155		28.33	3/05	In-class
Final		180		30.00	5/02, 2:00-3:45 p.m.	In-class—location TBA
Brief AI Assignment on the Marketing Environment		10		1.67	02/06	Turned in through Turnitin on Blackboard
Brief Interdisciplinary Paper		10		1.67	03/05	Turned in through Turnitin on Blackboard
Project		150		25.00	See specific phases below	
Proposal	0^1		0.00		Project proposal turned in on Blackboard by	Written proposal turned in to Turnitin on Blackboard
Project proposal discussion meeting	0^1		0.00		Meetings during the seventh through ninth weeks.	In-person meeting in HOH 603 or by Zoom
Applications paper	150		25.00		4/23	Turned in through Turnitin on Blackboard
Research participation		10		1.67	Ongoing at least until the 13th week subject to availability.	One in-person study and six online studies *or* substitution assignment discussed in Appendix C
Certification training		25		4.17	3/26	Please see instructions on p. 9 for uploading instructions.
Class participation, including in-class assignments		60		10.00	On-going throughout the term.	In-class. Please see p. 10 and Appendix I.
TOTAL		600		100.00		

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.

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[1]Although the project proposal and project proposal meetings are not graded per se, you must submit a proposal of acceptable quality and have project proposal meeting—either by Zoom or in person--in order to pass the course.

OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "Open Expression Statement."

Additional grading issues are discussed in Appendix A.

COURSE COMPONENTS

MIDTERM. The midterm for the semester is scheduled for March 5. This exam will cover:

- Classroom material up to and including the unit on International Marketing. (Segmentation, Targeting, and Positioning will be covered on the final).
- Pp. vii-210 of *Alchemy*.

Study guides for classroom material and *Alchemy* material will be provided.

Unless there are compelling reasons for this to be avoided, you are expected to take the exam in person in the Edison Auditorium. The exam should be picked up within one week of being returned. Failure to pick up the exam in a timely manner will result in the forfeiture of 20 points.

The midterm will consist of:
- Forty-five multiple choice questions (two points each for a total of 90 points)
- Six short answer questions of out which you will be asked to answer any five (10 points each, for a total of 50 points)
- Four "Very Short Answer Questions," out of which you will be asked to answer any three r (5 points each, for a total of 15 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. **The most important thing is to be able to discuss ideas in the course how these relate to each other *in your own words*.**

If you would like to discuss the grading of your exam, you should do so in my office within one week of the exam being returned in lecture. Please no e-mail questions about the grading of the exam.

FINAL. The final is scheduled for Thursday, May 2 from 2:00-3:45 p.m. (location to be announced) and will consist of sixty multiple choice questions. The exam will cover:

- Selected cumulative material covered in class as indicated on the study checklist that will be provided (a small portion of the total material covered—at most a dozen items)

- New class material covered since the midterm
- Pp. 211-358 of *Alchemy*.

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.
- A scheduled visit to my office (HOH 603) or a Zoom session (your choice) 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](#).

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 AI ASSIGNMENT ON THE MARKETING ENVIRONMENT. For this assignment, you will be asked to:
1. Query an AI agent such as ChatGPT, Google Bard, or Bing AI about current developments in the marketing environment and expected future changes within an industry of your choice.
2. Find and read two or more relevant articles on Google News (http://www.news.google.com) and/or Marshall Library databases.
3. Copy the AI output into a Word processing document.
4. Edit and enhance the output based on class material and your two articles, putting your changes **in a different color font**.

This paper should not exceed four double-spaced pages and should be turned in through Blackboard.

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.

CERTIFICATION TRAINING. The purpose of this course element is to supplement learning from the class with practical hands-on training in a key marketing communications skill. This will be accomplished by the use of best-practice knowledge-based training provided by two leading industry resources—Google and HubSpot. Both offer free training and certification that will build your expertise and your resume. The courses are self-paced and must be completed by March 26. You must turn in your proof of completion via the submission portal available on Blackboard. Proof may be in the form of a certificate of completion or a screenshot of some message indicating that you have completed the course. The proof completion should indicate:
- Your name
- The specific course you have completed

Listed below are four course offerings from which you can choose one that interests you the most and/or which would be helpful in your career. Completing the training and becoming certified will help build your resume and expand your knowledge base.

- **HubSpot (1) Social Media Marketing / (2) Content Marketing Training and Certification.** HubSpot is a well-known inbound marketing and sales platform, and they offer training and certification for various digital marketing promotion strategies. You will complete the HubSpot Academy training and certification for *one* of the following:
  - Social Media Marketing
  - Content Marketing
  - Learn How to Grow Your YouTube Channel

Information about the training and certification available at the following link:
https://academy.hubspot.com/certification-overview.

- Google (3) Ads Search Training and Certification. Google Ads is the premium paid ad platform online. You will complete the Google Ads Search training and certification exam on your own. Information about the training and certification found at the following link: https://skillshop.exceedlms.com/student/path/18128-google-ads-search-certification.

NOTE: You are welcome to complete more than one certification, but you can only receive a maximum of twenty-five points in this category. In other words, completing more certifications will NOT earn you extra credit.

PARTICIPATION AND IN-CLASS ASSIGNMENTS. During most discussion sessions and some lecture sessions, one or more in-class assignments will be given out. Those who attend and complete the assignment 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. In-class assignments missed in excess of the allowance of three will result in the loss of twenty points each. If all in-class assignments in lecture sessions are missed, a forfeiture of 50 points will be imposed in addition to any forfeitures from having an insufficient number of completed in-class assignments. You are expected to attend lecture and 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. You are also expected to actively participate in PollEverywhere activity to the extent possible, but due to the buggy nature of this platform, PollEverywhere participation will not be counted in grading. **Attending lecture is *not* optional!** Failure to attend lecture regularly is considered a serious indication lack of commitment to the class. Although it can be tempting to succumb to the slothful lifestyle common among Bruins, coming to class is part of being a good Trojan!

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 as a respondent in a combination of research 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. Please see the Appendix M or the handout on research participation available in the syllabus area of Blackboard. **Note that the deadline to register (i.e., set up an account) for research participation is January 29.**

Individuals who do not wish to participate in research or are not eligible to participate may complete a substitute assignment to satisfy this requirement. Please see Appendix C for details.

USE OF RECORDINGS

Pursuant to the USC Student Handbook (https://policy.usc.edu/studenthandbook/, page 57), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

USC STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Integrity: The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even ex-pulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations: USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as

possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. 988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) pro-vides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis. Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

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

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu.

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

OTHER POLICIES

1. Office hour discussions—whether in person or by Zoom—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 in both lecture and discussion 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. If you need to arrange a makeup, please discuss this during 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. USC standards of academic integrity are discussed above. In general, the use of frequent or lengthy quotations is discouraged. Please note that you must:
   a) Give credit to any source used, even if not quoted directly.
   b) Put anything more than three consecutive words taken from a source in quotes or indent as an extended quotation.
5. 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. Those claiming that "The cat deleted [their] assignment" must provide proof that the cat in question has the required cyber skills to perform such an operation.

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 3.3, 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, for example, 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. (Others, 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 inconsistent with University guidelines.

Appendix B
MAKING UP IN-CLASS ASSIGNMENTS MISSED
FOR LEGITIMATE REASONS

In general, each individual can miss up to three lecture or discussion sessions—or parts thereof—without direct loss of credit for in-class assignments. Please note that you must generally 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. Missing all in-class assignments issued during lecture sessions will generally result in the forfeiture of 50 points.

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 assignment, 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

Please:

1. 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—websites are generally <u>not</u> acceptable.
2. Write and upload to <u>Turnitin</u> through Blackboard:
   a) A brief description of the reason for the missing the class session.
   b) A paper—usually ranging from 3-4 pages double spaced pages—discussing implications of

the textbook chapter(s) and articles you have read for the firm you have chosen. <mark>The paper should focus on how the management of the firm can use the ideas in question for new activities, programs, and other applications—NOT on what the firm is already doing.</mark> <u>You must cite each article and the textbook at least once</u>. Credit is contingent on acceptable quality.

Participation makeup assignments should be uploaded to Turnitin through Blackboard.

Appendix C
ALTERNATIVE ASSIGNMENT IN PLACE
OF RESEARCH PARTICIPATION

The Marketing Department has mandated that participation in a combination of online and 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. Web ites generally do NOT qualify.
- Discuss implications of these for a specific firm of your choice (e.g., Hewlett-Packard, Walmart, or Marriott Hotels). <mark>The paper should focus on how management of the firm can use the ideas in question for new initiatives and programs—NOT on what the firm is already doing</mark>.

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 30.

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.	02/20
Project proposal discussion appointment	During your scheduled in person or 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 websites are generally not acceptable. "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. **Your applications**	With final applications paper

PROJECT COMPONENTS

Component	Description	Due date
	paper should include at least at least four sources found on any combination of WARC, eMarketer, IBISWorld, EuroMonitor, or MarketResearch Academic.	
Applications paper	A paper which applies selected course ideas to the proposed venture	4/23

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.

IMPORTANT REMINDERS ABOUT SOURCES

- You must
    - Have at least *fifteen source*s in your bibliography.
    - Actively *cite at least ten* of these in the body of your paper.
- At least four sources should found on any combination of WARC, eMarketer, IBISWorld, or MarketResearch Academic accessed through the USC Marshall Library or USC Libraries. Information on how to access these databases will be provided in a handout on secondary market research sources.

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 the product, branding, pricing, distribution, and promotion
- Implications of ideas discussed in *Alchemy.*
- 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 and specific research methods best suited to address these issues
- 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. As a reminder, procedural knowledge is generally a neuromotor skill learned with practice, not "declarative" conscious knowledge of how something is done.
    - Social and/or family influences on product choice and/or selection
    - Means-end associations with the product. If you choose this topic, you should e sure to discuss the implications and uses of this chain.

- o 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:
  - o Strategic alliances
  - o Relationship marketing
  - o Demand types
  - o Buying practices (e.g., reciprocity)
  - o Types of purchases
  - o Buying centers
  - o Evaluative criteria
  - o 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 websites 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. Included are at least four sources found on any combination of WARC, eMarketer, IbisWorld, or MarketResearch Academic.
- ✓ 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.
- ✓ The paper involves an *objective analysis* of prospects for the idea proposed rather than a "pitch" piece aggressively advocating the idea. **It will *not* count against you if you identify problems with the idea and/or conclude that it is unlikely to be feasible.**
- ✓ 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 Blackboard 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—e.g., WARC, IbisWorld, e-Marketer, Business Insights Global, MarketResearch Academic.**.
- **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 not appropriate).

A NOTE ON WIKIPEDIA AND INVESTOPEDIA

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 or Investopedia as *one* source (even if you consult different entries within each). 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, doctoral student, or other 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.
  - **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 brief interdisciplinary paper, project proposal, applications paper, 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 FireFox 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:**

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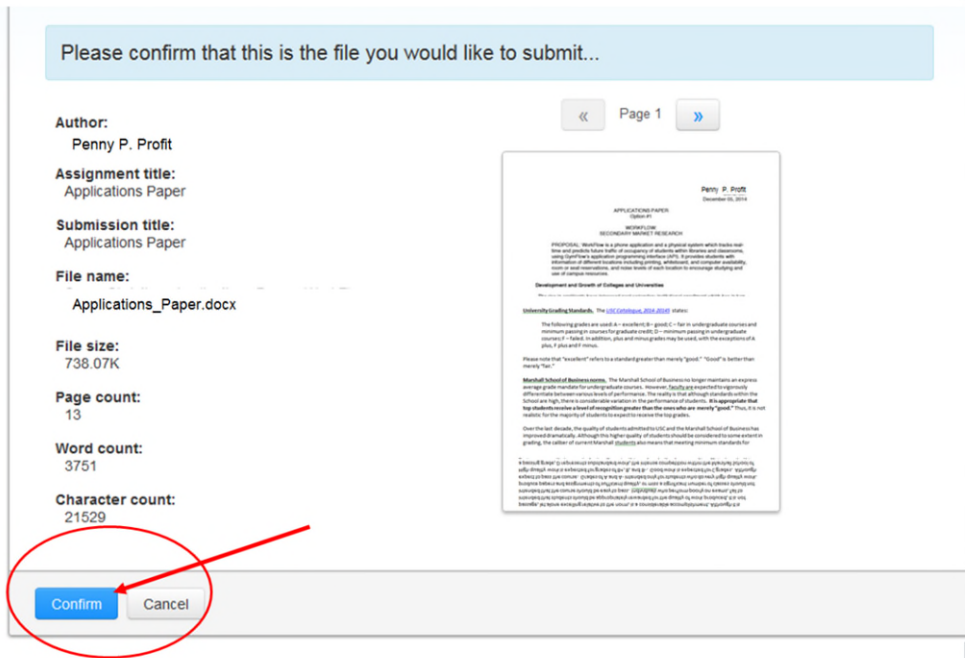
11. Blackboard should now provide you with a receipt looking something like this:
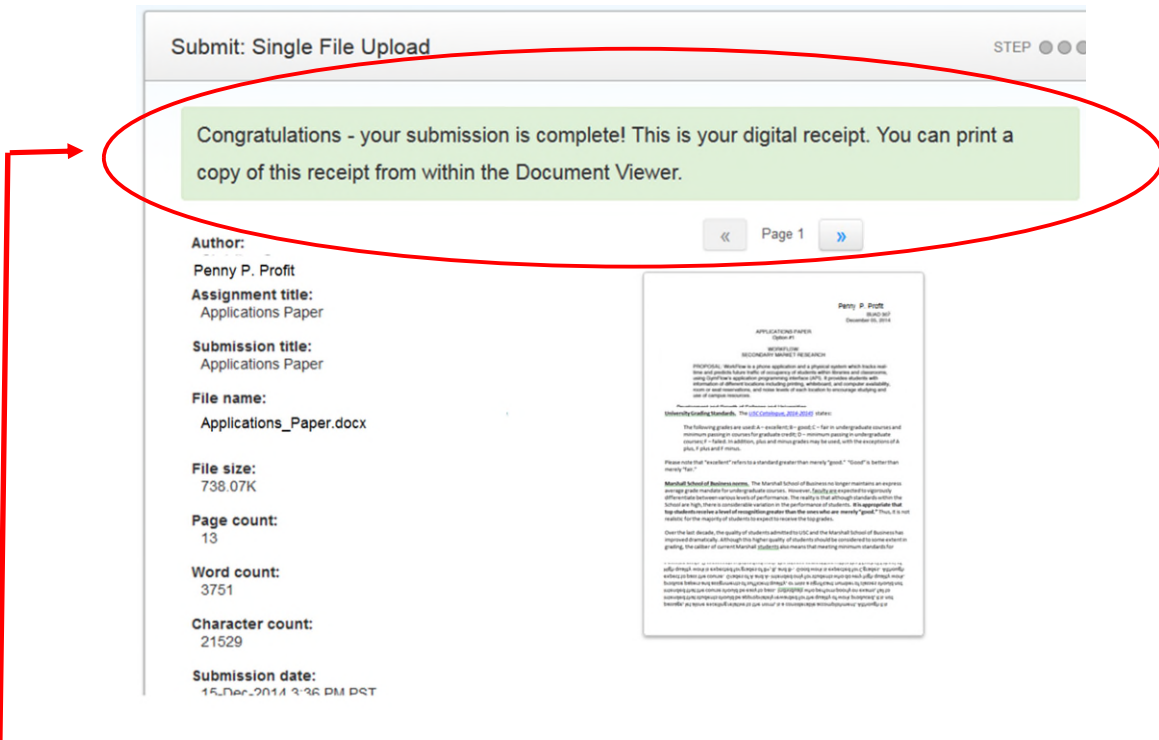
Please be sure to verify that you receive the green "Congratulations – your submission is complete!" message shown above.

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."

Appendix I:
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 activities. 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 class sessions, grading will start with a baseline of points. An adjustment will then be made for the quality of participation.

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.

<mark>PLEASE BE SURE YOUR NAME SIGN IS VISIBLE WHEN YOU PARTICIPATE.</mark>

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 double minus**. 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 not realistic to expect a participation score percentage significantly higher than your exam scores. Quality is more important than quantity!**

Missing more than three in-class assignments without appropriate 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. Please see Appendix B for information of makeup assignments.

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)—e.g., "In a microeconomics course that I took at Western Washington University during the Fall of 2022, we discussed…."

<div align="center">

EXAMPLES

</div>

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 salespersons 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…" or "The textbook for my Introductory Psychology course (PSY 101) suggested…."
- 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.**

SOURCES OF INSPIRATION AND INFORMATION

- *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*, including your recall of these materials.

You are not expected to include a formal bibliography. You can informally refer to "the textbook," the "professor," and "class discussion."

RESEARCH AND WRITING

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
PARTICIPATING IN POLLEVERYWHERE ACTIVITY

This semester, we will be using PollEverywhere, an online polling and interaction site, during lecture sessions.

The URL for this course is https://pollev.com/buad307.

To participate, you must first register. You should do so regardless of whether you plan to bring a device to class. Please either:

- Respond to the e-mail you received inviting you to join, following the instructions provided.
- See written instructions for registering without an invitation e-mail on Blackboard.

Once you have registered, please login at https://pollev.com/buad307:
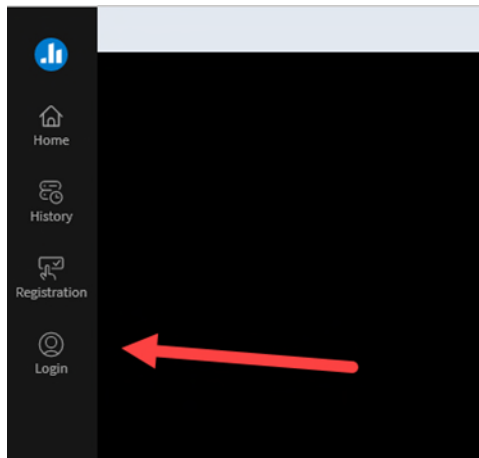
You can participate either through a web browser (e.g., Internet Explorer, Chrome, Safari, or Firefox), the PollEverywhere app, or through texting. If you elect to use the texting option, please be sure that you have entered your cell phone number under "Settings:"
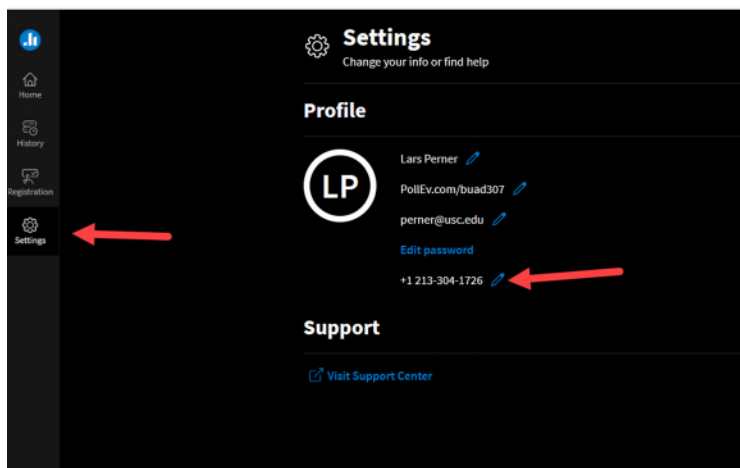
To add your cell phone number, click on the pencil next to the phone number line and enter your number.

Once you have entered and saved your cell phone number, please follow the instructions for texting in to "certify" the number.

Please be sure that you are logged into PollEverywhere at the beginning of each lecture.

Appendix L

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**

Goal	Marshall Program Learning Goal	Course Objectives that support this goal
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**

Appendix M
RESEARCH PARTICIPATION INSTRUCTIONS

USC Marshall
Behavioral Research Lab

Marketing Research Participation Requirements
BUAD 307 - SPRING 2024

This handout will explain how to fulfill your research participation requirement. Please keep this as a reference throughout the semester. If you have any questions about registering for and participating in studies offered by the marketing department, we are here to help. Please email us at mkt.sona@marshall.usc.edu.

→ You can receive credit for the Marketing Research Participation part of your grade in one of two ways. You can

(1) participate as a respondent in research studies as outlined below **OR**
(2) write a short research paper as outlined by your instructor.

If you are not yet 18 years old you will have to choose (2). Participating in research studies are *voluntary*. You are *not* required to participate. You can choose instead to fulfill your research requirement by writing a short research paper. Please ask your instructor if you have any questions.

→ **IF YOU CHOOSE (1)** you must complete all the following steps to receive full credit:
   (1) using your USC email, register for an account at http://marshall-mkt.sona-systems.com. The deadline to register is **Monday, January 29, 2024.**
   (2) complete the prerequisite survey during registration
   (3) participate in **1 IN-PERSON** research sessions conducted at the Marshall Behavioral Research Lab (VPD LL102), session is 1 hour, worth 1.0 credit
   (4) participate in **6 ONLINE** research studies, each study is 10 min, worth 0.5 credit

If you have received permission by USC to participate remotely during the current semester, please contact Professor Kristin Diehl (kdiehl@marshall.usc.edu) with documentation to arrange alternative accommodations.

✦ **IF YOU CHOOSE (2)** please see Appendix C of the syllabus.

Marketing Research Participation Requirements – Instructions for research studies

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When participating in *any* research session, have your 5 or 6-digit SONA ID (also known as "participant ID") that was assigned to you during registration. Your SONA ID can be found in your profile page.

Available times and dates will be posted for sign up on the website. Typically, we will post online research studies on a weekly basis, posted on Monday and/or Thursday. All announcements are made via email to those who are registered online (http://marshall-mkt.sona-systems.com).

IN-PERSON studies: Make sure you have ample time to be present for the FULL HOUR and do not have conflicts with other classes, meetings, etc. Latecomers will not be allowed to participate. You must be present and on time, so please show up at least 5 minutes before the session is to start. All IN-PERSON studies will be conducted in the Marshall Behavioral Research Lab located in Verna and Peter Dauterive Hall (VPD), Room LL102 (see red star ✱ on map – online directions: https://maps.usc.edu/?id=1928#!m/552631)

ONLINE studies: Once you accept the study in the system, the system <u>immediately</u> directs you to the study and you need to complete that study <u>right then in one sitting</u>. Make sure you have 10 minutes of uninterrupted time <u>right when you sign up</u> to complete the study. Only choose to participate in a study if and when you can dedicate the time right then. You will not be allowed to "hoard" signups.

Complete the study in a quiet setting with no distractions where you have a stable internet connection and can hear sound from your computer. Your undivided attention is critical.

There are enough studies over the course of the semester to accommodate all students. However, there may not be enough studies if you wait to participate until the final weeks of classes. You should aim to complete many of your credits early for your own peace of mind and to ensure you are able to obtain all the credits you need.

After study completion, you will get an email confirmation of any posted credits (may take up to 3 days).

You can always check the number of studies you participated in by logging into the research web site.

Marketing Research Participation Requirements – Tips & Helpful Information

You will receive an email when a new study is posted. **Only those registered in the system will receive this email notification!** However, you do not have to wait for these emails! You can always check for open research studies by logging onto the web page. Studies fill up quickly!

Don't wait until the end of the semester to sign up for studies! The end of the semester is the busiest time for everybody and you will be glad you got your research requirement out of the way early. Also, waiting to the last minute most likely will leave you scrambling to find a slot.

The computer system will automatically track your participation in different studies. You can check whether you got credit by logging on to the research web site. If you have not received credit for a study you participated in, please contact the researcher listed on the study description page or email mkt.sona@marshall.usc.edu.

Marketing Research Participation Requirements - How to register for studies on the website

Note for students currently also enrolled in Management and Organization (MOR) BUAD 304/497:

Please be sure to visit the MOR research study website that your MOR professor has given you (see your MOR course syllabus). Each course has its own unique web address for research studies. Credits do NOT transfer from one course to another for credit fulfillment. No exceptions. If you are taking both BUAD 307 and also BUAD 304/497, you will need to create an account separately on each web site.

Step 1: Go to http://marshall-mkt.sona-systems.com

Step 2: The first time you are on this site, please request an account by clicking on the "Request Account" button on the lower right of the home page.

Step 3: You will be directed to this screen. <u>Your **usc.edu** email address will serve as the username.</u>

Note that you can only register with your usc.edu account.

For example, use "ttrojan" as your User ID if your USC email is ttrojan@usc.edu (see red star * for example).

DO NOT use a Gmail/Yahoo email or any account other than usc.edu.

DO NOT use your numeric

Step 4: Check your usc.edu account for a confirmation email with your temporary password.

You will receive an email from the research web page with your temporary password. You should reset this password once you are logged into the web page to something else.

If you don't receive an email within an hour, this is probably because you did not use your usc.edu account and/or used a numeric ID. In that case, please re-do the registration process.

Step 5: Complete the prerequisite information on the website.
Before you can sign up for any studies you will have to complete some initial demographic information. Once you log into the system for the first time, the screen asking you for this information will pop right up.

Step 6: Sign up and complete 1 IN-PERSON and 6 ONLINE studies.
Studies will be posted on a rolling, weekly basis (typically Monday and/or Thursday).

Marketing Research Participation Requirements - Frequently Asked Questions

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1. **I've registered but can't sign on to the website.**
   - It is most likely that you did not register using your USC email account (see above)? Try registering again using your USC email ID as your ID.
   - If you think you forgot your password click on the "Lost your password?" link on the homepage and your password will be sent to the email account you used to log in.

2. **I check the website but can't find a study.**
   - Have you completed the prescreening survey yet? You need to do so to be able to sign up for studies.
   - Studies are typically posted once every week. You will receive an email once new studies are posted.
   - Studies are made available to you as they are organized – your professor does not have any control over when studies will be available or how many there might be.

3. **I never receive emails announcing new studies.**
   Only registered users will receive email announcements, so register as soon as possible. They will be sent to your @usc.edu account, so please check there.

4. **What are these studies about?**
   Studies may cover a wide range of topics related to advertising, service experiences, brand perceptions, and many more. These studies do not require any specific knowledge about marketing. The researchers are only interested in your honest responses as a consumer! The marketing faculty at USC is one of the most research active department in the world and your participation in these research studies greatly helps promote the reputation of the Marshall School as a major contributor to marketing knowledge.

5. **Where are the IN-PERSON studies located?** The location of the in-person study will be on campus. The specific building and room will be noted in the study sign-up page.

6. **I am under 18. Why can't I participate in studies?** If you are under 18, we would need to have your parents' consent for each specific study in which you participated. It is difficult and inconvenient for you to have your parents consent to your participation for each study. Please check with your instructor about completing the research requirement in another way.

7. **What do I do when I have technical problems with this system?**
    On the front page of the web site is a link that allows you to send an email with your question. This e-mail will be sent to a Marshall staff member who will respond to help you as soon as possible. Please do NOT e-mail the first time you have trouble. Spend some time to try to solve your problem by going through this handout.