



MKT 310 – Section 01 SYLLABUS FALL 2022

Instructor: Maria Ballesteros-Sola, DBA, MBA, LLB
I have a long last name, but you can call me Dr. B or Dr. [BUY-A-STAIR-OS]. Please, update your profile in CI Learn if you have a preferred name other than your legal name.

Class Meetings: Mondays 9-11.50 am

Happy Hours: Mondays 8-9 am in my office or online by appointment.

Please, I am here to help. Don't wait until you are over your head; contact me as soon as you have doubts or concerns.

Office: Sage Hall #2153

E-mail: maria.ballesteros-sola@csuci.edu
During the week, I respond to e-mails in a 24 h period max. Please resend if you haven't heard from me in one day (excluding weekends). Be sure to include MKT 310 – Monday in the Subject.

BUSINESS PROGRAM LEARNING GOALS

- A. Critical Thinking
- B. Oral Communication
- C. Written Communication
- D. Collaboration
- E. Conduct (Ethics)
- F. Competency in Disciplines

WHAT IS THIS COURSE ABOUT?

Marketing has critical importance to the health and success of organizations. In this course, we will develop the skills and perspective that enable a manager to understand, define, and execute sophisticated marketing strategies. Marketing is vital to any organization and offers ample career opportunities. Even if you are not interested in a marketing career, I encourage you to take this class with an open and curious mind. *Put your marketer glasses on and enjoy the ride!*

WHAT WILL YOU LEARN IN THIS COURSE? LEARNING OUTCOMES

You will learn to market a broad range of "offerings," including goods and services for for-profit companies and non-profit organizations. You will hear me saying a lot that "every organization needs a marketing mind." Even if you don't want to work in any marketing capacity in the future, you are and will keep being a consumer. I would like you to become a critical "consumer" of marketing, so you become more educated about your choices. I hope you will use these skills in your daily life after the course. *Don't remove your marketer's glasses for the next 16 weeks!*

After completing the course, you should be able to:

1. *Examine and evaluate* marketing practices used by contemporary organizations through the lens of foundational marketing concepts. (A, B, C, F)
2. *Research, analyze, interpret, and visualize* information to make data-informed marketing decisions (e.g., to identify and address consumer needs.) (A, D, F)
3. *Develop, support, or refute* arguments by creating persuasive written, oral, and visual communications to engage consumers. (A, B, C, F)
4. *Reflect* on marketing and consumption practices in light of relevant context (e.g., political, social, historical, economic, cultural, environmental) and discuss ethical implications of marketing practices at the societal level. (A, B, C, E)

Other critical course objectives are team building, focused and precise writing, public speaking and presentation skills, and proficiency in some collaborative web-based essential tools such as Google Docs and Google Slides.

These objectives will be achieved through a mix of mini-lectures, interactive activities, and discussions, writing assignments, and a term group project.

The class follows an active, hands-on approach to learning. In-class time will be used for collaborative and interactive activities – not your traditional three hour-lecture from the professor.

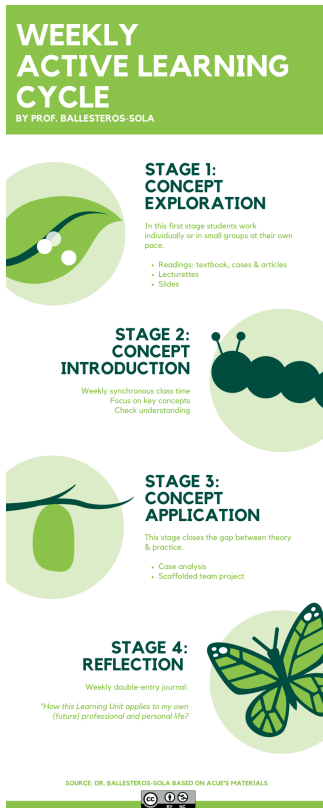
Given the growing importance of global virtual teams (GVT) in the workforce, we will use remote collaborative technology. Some of the web-based tools are listed below. I encourage you to get familiar with the tools during the first weeks of the semester.

- **G Suite:** They can be accessed via the links provided on the course site or via CI Learn under the MyDrive tab. Only those that have the link registered in the course will see your work. It will not be retrievable through web searches. Be sure to create an MKT 310 folder to get all your docs organized in your drive.

You maybe wonder what's the point of learning new digital tools. You aren't the only one asking this question, so a few years ago I wrote this short blog entry so you can better understand my rationale. <http://tlinnovations.cikeys.com/teaching-learning/kick-out-the-jams/>

I welcome you to contact me outside of class and student hours. E-mail is the fastest way. I aim to reply in 24 hours Monday through Friday, but you can also schedule an appointment here

<https://calendly.com/maria-ballesterossola>



HOW WILL YOU LEARN IN THIS COURSE? THE ACTIVE LEARNING CIRCLE

We will introduce the basics of marketing using an *active learning* pedagogy. As explained in the infographic, you will engage first on individual **Concept Exploration** (Stage 1) ahead of the weekly session. We will work first on Stage 2 **Concept Introduction** during our weekly meetings, using the time together to review key concepts and **apply** them through case discussions and the team project (Stage 3). Finally, you will submit a brief **Reflection** at the end of each learning unit (Stage 4) to distill the key concepts, understand how they apply to your world, and connect them to your interests.

REQUIRED COURSE MATERIALS – NO COST!

Textbook: "Principles of Marketing" by **Tanner and Raymond** (Flat World Knowledge). The second edition is available for free at this link – download it asap for your convenience
<http://www.saylor.org/site/textbooks/Principles%20of%20Marketing.pdf>

This will be our reference book to be certain financial constraints are not a barrier for any student. You can buy the fourth edition for as little as \$29.95 at this link:

https://catalog.flatworldknowledge.com/catalog/editions/tanner_4-principles-of-marketing-4-0

- **Case Studies:** available in the SAGE Library database (full details in CI Learn)
- **Additional readings** as posted on CI Learn and handed out in the classroom.

ADDITIONAL RESOURCES

- **Principles of Marketing** (18th) by Kotler & Armstrong. Pearson.
- **Social Marketing** by Lee & Kotler. Fourth Edition, Sage Publications.
- **LinkedIn Learning** Marketing micro-courses available through MyCI. Free for all CI students! Check them out.
- **Periodicals:** Harvard Business Review (available through the library), local newspapers, Time Magazine, Entrepreneur, etc.
- **Apps:** Harvard Business Review Today (great podcast series!)

PREREQUISITES: none

GRADING

There is a total of 1000 possible points to earn in this class. Points will be earned through:

POINTS

PERCENTAGE

Journal - 9 entries	30	3.0%
Attendance	50	5.0%
Class Participation	50	5.0%
Homework (15+20)	35	3.5%
Case Preparation (4x20)	80	8.0%
Online Quizzes	45	4.5%
Midterm	100	10.0%
Final Exam	160	16.0%
Team Project (see below)	400	40.0%
Oral Communication	50	5.0%
	<hr/> 1000	<hr/> 100.0%

Please, take a second to reflect on the points distribution. You have many opportunities throughout the semester to earn "easy" points. Don't wait till the end of the semester to start caring about your performance or to ask for extra credit opportunities. Start strong on week one!

The final grade will be calculated on the weighted value of all components. Final grades will be given based on the guidelines provided by the school. The professor reserves the right to change the method for determining course evaluation at any time.

A+: 1,000-980	A: 979-930	A-: 929-900
B+: 899-880	B: 879-830	B-: 829-800
C+: 799-780	C: 779-730	C-: 729-700
D: 699-600	F: <600	

ATTENDANCE

This class follows a face-to-face delivery format. We don't know what the rest of 2022 will throw at us, but we must connect weekly, knowing that we are there for each other. My attendance policy is as follows:

Only one undocumented absence will be allowed during the semester. Each additional undocumented absence will result in a 10-point penalty deduction from your attendance grade up to three unexcused absences (-30 points).

Students that miss more than four classes without proper documentation will NOT pass the class.

You should attend every class, but if extenuating circumstances arise that can make this difficult, please reach out asap. If you cannot attend one class, please let me know in advance. When you miss a class, you are responsible for obtaining any notes, handouts, additional reading materials, or assignment changes from your classmates or CI Learn. Please check first with them. For additional information please check the **Disruption Plan** under Start Here module in CI Learn.

For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement.

Students are expected to arrive in class on time. Three late arrivals will count as one undocumented absence.

Notice that the CI Learn attendance feature doesn't allow for real-time grade adjustment – your attendance grade will be adjusted manually at the end of the semester following the rule listed above.

CLASS PARTICIPATION

All of us in the class, you, me, your peers, have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate in class so that we can all benefit from the insights and experiences that each person brings. To participate, you are expected to come to class with the assigned readings completed, especially the cases, and be fully prepared to participate in the discussion. Therefore **preparedness, your contributions** toward advancing class discussion, and generally **fostering learning among peers** will count toward your class participation grade. I reserve the right to start requesting written summaries of the weekly assigned readings if the students don't come prepared for class.

Class participation¹ provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks.

- **Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more significant insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly. **Grade: 50 points**
- **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide useful insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. **Grade: 40 points**
- **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well-substantiated, and are occasionally persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat. **Grade: 30 points**
- **Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of the discussion would not be changed. **Grade: 10 points**
- **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas

¹ Note: Adapted from USC Equity-minded Syllabus Workshop and Dr. Caserta at the IE Business School (source: Caserta, 2013 – *Quantitative Methods – Syllabus*). In turn, these guidelines have been learned from someone else. Although the original attribution for the guidelines has been lost, they continue to be so useful to so many.

offered are seldom substantive, provide few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable airtime would be saved. **Grade: 0 point**

HOMEWORK

Homework will be assigned at the beginning of the semester and will be graded using the rubrics in CI Learn. Check CI Learn for instructions and deadline. Please upload the Word file into CI Learn (Assignments→ Homework). If you are not attending the class, still be sure you submit it via CI Learn before **the class**. No exceptions. **Late assignments are not accepted.** Please, don't send me an e-mail with the homework attached since I can only grade assignments submitted in CI Learn.

Homework will be graded based on the quality of the content but also on the "look & feel" (remember we are in a Marketing class!).

EXAMS & QUIZZES

- **Online quizzes.** Every learning unit requires reading the assigned chapters before coming to class. There are nine online quizzes (5 points each) scheduled throughout the semester and due on Sunday at 11.59 pm. No make-up tests allow for these quizzes, but you can retake them twice before the deadline.
- **Midterm** will serve as a checkup of your progress. Also, it will give you an idea of what to expect on the final exam. The format will be a mix of multiple-choice questions, topic questions, and mini-case analyses. No make-up exams will be given.

TEACHING CASES

During the semester, we will be discussing four teaching cases. A **teaching case** is basically a story that describes a real business situation faced by managers, employees, entrepreneurs, etc. Cases allow you to perform an analysis/evaluation and recommend a course of action for the protagonist of the case.

Before the case discussion, you will submit a write-up (500 words max, 12-point font, 1.5-spaced) document in CI Learn. This preparation will help you to get your thoughts organized for the in-class discussions. Be sure to read the prompts for each case, but usually, you will:

- Identify the company, protagonist, year, industry, and the decision point or issue discussed in the case.
- Recommendations: Propose a course of action and explain why you are recommending it.

Learning to prepare and discuss a case is a process. These are the three key things that I would like you to focus on and get better at as we progress through the cases:

1. Comprehension/ getting the facts: Ask yourself: Do I understand what's going on? Can I name the industry, the protagonist, and the organization? When and where does the case take place? What's the primary issue or dilemma that the protagonist is facing?
2. Critical Thinking: What are the options for the protagonist? What are the pros/cons of each one? What key concepts or frameworks can I apply here? Why is this case

relevant in the context of our current Learning Unit? Did I capture my own opinion in the write-up?

3. Writing mechanics: Run a spell check, read in a loud voice, review punctuation, and those upper cases (countries! brand names! etc.).

Am I submitting my best work?

Each case preparation submission is worth 20 points and must be submitted **before** class. No late submissions accepted. If you don't address the questions listed in the case instructions, you won't get any points. Be sure you review the rubric and the checklist shared in CI Learn. Also, double-check that you got the case right - you won't get any credit if you prepare a different case, even if the case relates to the same company.

REFLECTIVE WEEKLY JOURNAL

Writing the journal will help you to document your growing knowledge of marketing and your learning process. I encourage you to write in your journal after each class. It should become a personal lesson learned exercise that will help you to prepare for the Midterm and Final and in future projects. I encourage you to use a *double-entry* approach:

- First → descriptive information capturing in bullet points the main topics discussed in class. You don't need to include an explanation of the concepts.
- Second → reflective portion: add at least one self-reflection paragraph about the class content, activities, or even related to group dynamics, main obstacles found, connection between course content and your experience as a consumer.

I will be the only person who will read the journals. I expect you to be open, honest, and provide constructive feedback about class materials and activities.

At the beginning of the semester, each student will create a Google Doc and share it with me in the journal assignment in CI Learn. Each week, you will type your entry in this same document in reverse chronological order (most recent entry first). Be sure to share the document with: *"everyone with the link can comment"*. Journal entries need to be submitted online weekly by Sunday night (11.59 pm). Only students with at least **9 (one per Learning Unit/Modules) weekly entries** will be awarded full credit. If a Module spans over two weeks, you should include a reflection per class session. **No partial credit, no late submissions.**

TEAM PROJECT: THE MARKETING PLAN

Objective

The core objective is to create a written marketing plan for either:

1. an existing product targeted to a new audience
2. or a new product

This project will provide you with the hands-on experience that a marketing team goes through and to apply the learning and insights gained in the classroom. Every Learning Unit discussed in class will be applied in a different section in the marketing plan.

The project can be focused on any kind of physical and specific product for the **consumer market**. It can include both tangible and intangible components. It can be manufactured by a

real company or a new company that you envision. If you have access to a small company or entrepreneur that needs assistance with their marketing plan, use the opportunity. Let's discuss via Zoom!

I recommend that you choose an industry and product that you like since you are going to be researching and working extensively with it. I reserve the right to reject a selected product.

The project should also be used as an opportunity to build upon "soft" skills that will always be useful in different aspects of your future career, such as

- team building
- running effective meetings
- developing leadership skills
- using effective feedback
- speaking in public
- writing effectively

As you make progress, there will be some ambiguities and frustrations. This is also part of the learning process and another important 21st-century skill to develop. Be sure you put the time early on to understand the overall project. Don't wait till the last minute.

Team Size

Teams of five students will be randomly and/or self-formed at the beginning of the semester. This will provide you with an opportunity to learn to work with people that may act or think differently from you. You will review and grade your teammates' contributions by the end of the semester. I expect the students to work hard on the project but also to have fun.

Deliverables

Based on students' feedback, I have broken down the whole Marketing Plan into smaller deliverables that you would submit for feedback. Each team will create **one** shared **Google Doc** to collaborate in each deliverable and avoid e-mailing back and forth for different versions of the same document. A link to this document will be submitted under Assignments – Team Project. The deliverables will be submitted by Sunday night. Please find detailed instructions in CI Learn under the module "Team Project."

Deliverable	Points
Business Idea Pitch – Individual – <i>pass/fail</i>	10
Team contract - <i>pass/fail</i>	10
Product & Industry Selection - <i>pass/fail</i>	5
Deliverable 1: Situation Analysis - <i>graded</i>	25
Deliverable 2: Survey (as part of MKT. Research) - <i>graded</i>	20
Deliverable 3: Marketing Objectives & Strategy - <i>graded</i>	10
Deliverable 4: Target Market - <i>graded</i>	20
Deliverable 5: Product & Place Strategies - <i>graded</i>	50
Deliverable 6: Promotional & Pricing Strategies - <i>graded</i>	50

Deliverable 7: Basic Profit & Loss Statement - <i>graded</i>	50
Final Marketing Plan - <i>graded</i>	150
Total	400

Team Project deliverables are identified in the Tentative Schedule Section in this syllabus with the initials TP. Notice that partial deliverables (Deliverable 1-6) will be graded as if **they were a FINAL submission (vs. a draft)**. However, you can incorporate my feedback and submit an improved final version at the end of the semester. The Final Deliverable's grade will be adjusted based on peer-peer review

Final Presentation

The teams will present their Marketing Plan Executive Summary (PowerPoint or Google Slides) in front of the class on the day assigned. The oral presentation should not be longer than 12 minutes. **All** team members are expected to speak in the presentation. There will be an individual assessment (see rubric below) of the oral presentation worth 5% of your final grade. No written notes are allowed. You can do it! After the presentation, a 5-minute Q&A will be opened.

Grading Area		Definition	Points Possible
1	Professionalism	The student demonstrates professionalism in the way they carry themselves, their dress, and their surroundings (for virtual)	10
2	Knowledge of Course Material	The presentation reflects correct knowledge and application of course content.	10
3	Organization	The presentation has a logical flow, and the student appears organized in their delivery	5
4	Delivery/Presentational Skill	The student demonstrates strong presentation skills (eye contact, volume, engagement with the audience, not reading script etc.).	20
5	Visual Aids	The visual aids are well-designed, free of errors, aesthetically pleasing, and follow the format of the presentation.	5
Total Points			50

Final Marketing Plan Document

The final Marketing Plan is no more than 15 pages long plus any additional exhibits/bibliography/cover/table of content. After the final presentation, each team member will grade each of his/her team members on a scale from 0-100%. The objective is to evaluate your teammates' work. You will consider each of your teammate's efforts, commitment to the success of the project, and contribution to the results, critical thinking, availability, dependability to get their work completed on time, assistance to other team members, conflict mediation and any other variables you believe were essential during the semester for a successful outcome.

Individual Final Deliverable's grades will be adjusted based on a non-competitive peer-review that you will submit at the end of the course. Peer scores are confidential.

***There will be NO extra credit opportunities in this class – take advantage of EACH weekly opportunity to earn points. Don't wait until the last minute.
Late assignments will not be accepted.***

TENTATIVE SCHEDULE

The following schedule of assignments is subject to change with notice. I encourage you to print this page and keep it handy.

PM: textbook

TP: Team Project

WEEK	DAY	THEMES THAT WE WILL EXPLORE	READING S BEFORE CLASS	HOW TO PREPARE FOR CLASS & DUE ASSIGNMENTS	IN-CLASS ACTIVITIES (tentative)
1	08/22	Introductions & Course Overview UNIT 1: Why should I care about Marketing? Introduction to Marketing	PM: Ch. 1 CI Learn	Before class <ul style="list-style-type: none"> Review "Start Here" Section Complete Google Form Survey After class: <ul style="list-style-type: none"> Take Online Quiz 1 Journal Entry 	Touring the course in CI Learn Setting the weekly Journals together Article: "The joke is on us when we buy bottled water."
2	08/29	UNIT 2: Let's plan before acting Strategic Planning The Marketing Plan	PM: Ch. 2 & Ch. 16 (1&2)	Before class <ul style="list-style-type: none"> Take Online Quiz 2 HW 1: What's MK/ where do you fit in? After class: <ul style="list-style-type: none"> Journal Entry TP: Individual Idea Pitch Due FlipGrid 09/09 	How to prepare for case discussion WTF! Case Discussion Warm-up TP: overview
3	09/05	LABOR DAY – No class – campus closed			
4	09/12	UNIT 3: Why do consumers buy what they buy? Consumer Behavior	PM: Ch. 3 CI Learn	Before class <ul style="list-style-type: none"> CASE 1 Write Up Online Quiz 3 After class: <ul style="list-style-type: none"> TP: Contract TP: Product Idea & Industry Journal Entry 	TP: Team names due in class CASE 1 Discussion
5	09/19	UNIT 4: How can I learn more about those consumers? Marketing Research	PM: Ch.10 CI Learn	Before class <ul style="list-style-type: none"> Online Quiz 4 TP: Situation Analysis After class: Journal Entry	"Ugly" questionnaire critique
6	09/26			Before class <ul style="list-style-type: none"> TP: Survey (part Mkt Research section) CASE 2 Write Up After class: Journal Entry	CASE 2 Discussion
7	10/03	UNIT 5: Are all customers the same? Segmenting, Targeting & Positioning	PM: Ch. 5 CI Learn	Before class <ul style="list-style-type: none"> CASE 3 Write Up Online Quiz 5 TP: Objectives & Strategy After class: Journal Entry	CASE 3 Discussion
8	10/10	F2F MIDTERM & K.I.S.S. Feedback			
9	10/17	UNIT 6: What does it take to create new products? P for PRODUCT	PM: Ch. 6 & 7 CI Learn	Before class <ul style="list-style-type: none"> Online Quiz 6 TP: Target Market After class: Journal Entry	SATURDAY: REVIEW SESSION & BOOTCAMP with TUTOR
10	10/24	UNIT 7: Where can I sell my product? P for PLACE	PM: Ch. 8 & 9 CI Learn	Before class <ul style="list-style-type: none"> Online Quiz 7 CASE 4 Write Up After class: Journal Entry	CASE 4 Discussion
11	10/31	UNIT 8: How do I tell the world that my product exists? P for PROMOTION	PM: Ch. 11, 12, 13 CI Learn	Before class <ul style="list-style-type: none"> TP: Product & Place Online Quiz 8 CASE 5 Write Up After class: Journal Entry	CASE 5 Discussion
12	11/07				
13	11/14	UNIT 9: How much should I charge? P for PRICE	PM: Ch.15 CI Learn	Before class: Online Quiz 9 After class: Journal Entry	
14	11/21	It is a wrap! The Marketing Plan Workshop		Watch WMC workshop recording TP: Promo & Price TP: Basic Profit & Loss Statement	SUNDAY: BOOTCAMP with TUTOR
		HAPPY THANKSGIVING! – time to get ready for final presentations!			
16	11/28	Make WMC appointments TP: The Marketing Plan (Word Doc) + Oral Presentation (Slides) After class: final Journal entry			

WEEKLY ROUTINE

This class is demanding, and consistent individual and teamwork is required throughout the whole semester. Please be proactive and start working on "week 0". Reach out to me as soon as you sense you are getting behind. **My "door" is always open.** The first week you may feel a bit overwhelmed, but once you get into the rhythm of the course, you will be more comfortable as there is a lot of repetition on the task due every week.

- Before class: Read assigned chapters/readings, watch lecturette (<15 m), submit the case write up (if *applicable*), and complete any due Team Project deliverables.
- After class: Write your double-entry Journal asap so key concepts and personal reflection stay fresh.

The standard of writing is that of an upper-division class, so you should have already achieved correct grammar and punctuation skills. Writing, like any other foundational skill, can always be improved, so this semester I encourage you to meet with the **Writing & Multiliteracy Center (WMC)** tutors to help you with your case write-up your team project deliverables.

References/Bibliographies and writing must be **APA style**. Please, review this brief guide <https://www.csuci.edu/writing-ci/guide/business-and-economics.htm>

CHEATING, PLAGIARISM AND OTHER FORMS OF ACADEMIC DISHONESTY

This has been one of the most challenging issues I have had to deal with as professor in the last two years. I expect all students to hold themselves accountable to the highest ethical standards, but sometimes, due to time constraints, lack of interest, or maybe unknown to them, students take actions that break the CSUCI policy on Academic Dishonesty.

By enrolling at CSU Channel Islands, students are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling, or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code (located at <http://www.csuci.edu/campuslife/student-conduct/academic-dishonesty.htm>). If a student is found responsible for committing an act of academic dishonesty in this course, the student will receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Students office. For additional information, please see the faculty [Academic Senate Policy on Academic Dishonesty](#), also in the CI Catalog.

The Internet is an excellent source of information, and I encourage you to use it for research. However, do not copy another author's writing word for word, except for brief passages to support your thesis. When using another writer's work, accurately identify it with a proper citation. I encourage you to review this document from UC Davis to learn to distinguish between collaboration and plagiarism:

<http://www.academicintegrity.org/ica/asssets/unauthorizedcollaboration.pdf>.

Using homework help sites, copying answers from the Internet or a colleague in any exam is considering cheating.

Plagiarism or cheating on assignments/deliverables, tests and exams will result in an **"F" (0 points)** on the assignments/deliverables, tests, or exams, very likely resulting in a lower or possibly a failing final grade in the course. No retakes. In the case where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course.

If my expectations regarding academic dishonesty in this course are no, clear, please let's talk in class.

DISABILITIES ACCOMMODATIONS

If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. You can [apply for DASS services here](#). Faculty, students, and DASS will work together regarding course accommodations. Please discuss approved accommodations with me ASAP so I can better serve your needs.

CAMPUS TUTORING SERVICES

You are encouraged to make regular use of campus tutors and/or peer study groups, beginning in the second week of the semester. For campus tutoring locations, subjects, and hours, go to <http://go.csuci.edu/tutoring>.

CIVIL DISCOURSE STATEMENT

All students, staff, and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on CI Learn) respects the rights of others to *"engage in informed discourse and express a diversity of opinions freely and in a civil manner"* (language from Academic Senate [Resolution SR 16-01](#), Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action. Students that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Students office for further review and possible disciplinary action.

EMERGENCY INTERVENTION AND BASIC NEEDS

If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals, or experiencing homelessness/housing insecurity (e.g., sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The **Dolphin Pantry** is currently located in Arroyo Hall and offers free food, toiletries, and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437-8512. Please visit the website for the most up-to-date information on the **Basic Needs** Program at CI: <https://www.csuci.edu/basicneeds/>.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867, and can be reached at 805-437-2088 (select option two on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also e-mail us at caps@csuci.edu or visit <https://www.csuci.edu/caps>.

TITLE IX AND INCLUSION

Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind based on a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating, and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit <https://www.csuci.edu/titleix/>.

CLASS RECORDING POLICY

Students may not record (audio or video) in this class except in accordance with approved ADA accommodations. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.

CAMPUS & PUBLIC HEALTH REQUIREMENTS

CSUCI is following guidelines from the California Department of Public Health and Ventura County Department of Public Health to promote safety during the COVID-19 pandemic for CSUCI students, employees, and visitors on the campus, to help prevent and protect oneself and others from the spread of the virus. Students are required to adhere to all health and safety requirements outlined on the University's website regarding COVID-19. Failure to do so may result in removal from the classroom and, in keeping with CSU policy, the student may also be denied access to campus/programs. Remember, if you cannot wear a mask due to a medical condition, please reach out to Disability Accommodations & Support Services (DASS) at accommodations@csuci.edu or 805-437-3331.

BUSINESS PROGRAM ADVISING

There are two types of class advising at CSUCI, academic advising and major/minor advising.

1. The **Academic Advising** (<https://www.csuci.edu/academics/advising/>) department helps students from all majors choose general education (GE) and other non-business classes. Please make an appointment with them to ask about GE and other non-business classes.
2. The **major/minor advisors** help you pick business classes. There are two business major/minor advisors who specialize in helping you choose classes for your business major or a business minor. They can help you:

- check whether you are on schedule to graduate
- plan which classes to take each semester
- decide whether you want to declare an option in the business major
- plan which classes to take while studying abroad
- answer any other questions about the business major or minor

Business advisors this semester:

- Dr. Minder Chen minder.chen@csuci.edu
- Dr. Taylan Yalcin taylan.yalcin@csuci.edu

DISCLAIMER

The information contained in this syllabus, other than the mandated by the University, may be subject to change with advance notice.

Final Thoughts

This class and all that we strive to accomplish are about you and for you! The class is the safest laboratory that you will experience in your career. Make the most out of it! Work hard and have fun! Thank you for choosing this class. I am looking forward to working with you.

"Inspiration exists, but it has to find you working."

Pablo Picasso

"If you do the work, you get rewarded. There are no shortcuts in life"

Michael Jordan