



## MKT 320 - SYLLABUS FALL 2024

**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:** Wednesday 3-5.50 pm - Broome Library 2330

**Happy Hours:** Wednesday 2- 3 pm – MVS Hall 1178  
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:** MVS Hall - 1178

**E-mail:** [maria.ballesteros-sola@csuci.edu](mailto:maria.ballesteros-sola@csuci.edu)  
*During the week, I respond to e-mails in 24 hours max. Please resend if you haven't heard from me in one day (excluding weekends). Be sure to include MKT 320 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?

Understanding marketing is critically important to the health and success of organizations, both for-profit and nonprofit. In this course, we will develop the skills and perspective that enable a manager to understand, define, and execute marketing strategies.

In this Marketing Strategy course, you will have the unique opportunity to apply and deepen your understanding of the concepts and frameworks you learned in MKT 310 Principles of Marketing. Unlike traditional lecture-based courses, this is a Project-Based Learning (PBL) or Experiential Learning course, where you will engage directly with local businesses to help address their real-world marketing strategy needs. Throughout the semester, you will work in teams to develop a comprehensive marketing plan for a local company, allowing you to gain hands-on experience and practical insights that go beyond theoretical knowledge. This course is designed to challenge you to think critically, work collaboratively, and apply your skills in a dynamic, real-world setting, ultimately bridging the gap between classroom learning and professional practice.

As explained in the catalogue, “it includes strategic analysis of a firm's activities from the marketer's point of view. Gives attention to marketing strategy formulation, implementation and control. Assesses strategies for the functional areas of marketing (product, pricing, distribution and promotion)”.

### WHAT WILL YOU LEARN IN THIS COURSE? LEARNING OUTCOMES

After completing the course, you should be able to:

1. *Explain* the pivotal role of a market-driven strategy and its scope
2. *Describe* some of the challenges of today's marketing environment
3. *Analyze* the nature and scope of markets and competition
4. *Distinguish* how and when a market should be segmented
5. *Develop* a Customer Relation Strategy (CRM) strategy
6. *Analyze* markets, target them and then develop a positioning strategy
7. *Discuss* what a brand should be, how to develop it, nurture it, and develop strategies that ensure its future
8. *Determine* the role of the pricing strategy within the marketing mix strategy

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.

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

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 it will take a little longer over the weekend.

### REQUIRED COURSE MATERIALS – NO COST!

**Textbook: " Strategic Marketing: planning and control" (3<sup>rd</sup> edition) by Drummond, Ensor and Ashford.**

This old edition will be our reference book to ensure that certain financial constraints are not a barrier for any student, as you can get them as soon as the semester starts. Full details

in class.

**Other open-source textbooks:**

- **"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>
- **"Principles of Marketing"** by **Babb** et al. available at <https://openstax.org/details/books/principles-marketing>

**Case Studies:** available for free in the SAGE Library database. Full details in class.

**Additional open-source readings** as posted on CI Learn and handed out in the classroom.

**ADDITIONAL RESOURCES**

- **Periodicals:** Forbes, The Economist, Forbes, Harvard Business Review, Time Magazine, Entrepreneur, The Economist, etc.
  - Have you checked our library or your local library for free access?
- **Podcast:** Harvard Business Review Channel with eight shows!
- **Marketing blogs** <https://www.coursera.org/articles/marketing-blogs>

**PREREQUISITES:** MKT 310 or concurrent enrollment. We will spend the first week reviewing critical concepts from this course. If you are taking Principles concurrently and have additional questions, please don't hesitate to reach out and discuss.

**GRADING**

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

	<b>POINTS</b>	<b>PERCENTAGE</b>
Journal	40	4.0%
Attendance	50	5.0%
Class Participation	50	5.0%
Homework (3 x 25)	75	7.5%
Midterm	150	15.0%
Final Exam	200	20.0%
Team Project ( <i>see below</i> )	435	43.5%
	<hr/> 1000	<hr/> 100.0%

**Please take a second to reflect on this point 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 2024 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 who 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 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, and 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 join 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 participation<sup>1</sup> provides the opportunity to practice speaking and persuasive skills, as well

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<sup>1</sup> 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

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 and 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 and 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 the discussion would be diminished. **Grade: 40 points**
- **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive and provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well-substantiated, and 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 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. Check CI Learn for instructions and deadlines. Please upload the Word file to 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.

The first homework is a teaching case. 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.

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*useful to so many.*

- **Recommendations:** Propose a course of action and explain why you are recommending it.

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

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(s) 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 from the course can I apply here? Why is this case relevant in the context of our current Module? 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?*

This case preparation submission is worth 25 points and must be submitted **before** class. No late submissions are accepted. You won't get any points if you don't address the questions listed in the case instructions. 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.

## **EXAMS**

There will be a midterm (150 points) and a final exam (200 points). The 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. Some sections of the exams may be open books or open Internet.

## **DOUBLE ENTRY SELF-REFLECTION JOURNAL**

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

- **First part:** Include descriptive information capturing in bullet points the main topics discussed in class. You don't need to include an explanation of the concepts; keep that in your own notes.
- **Second part - reflective portion:** Add at least one self-reflection paragraph about the class content, activities, or even related to team dynamics, main obstacles found, and connection between course content and your own experience as a consumer or future marketer.

I will be the only person who will read the Journals. I expect you to be open and 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 change the sharing rights to: *"Everyone with the link can comment."* Journal entries need to be submitted online after we finish each Module before we start the next one. Only students with at least **10 entries** will be awarded full credit. **No partial credit, no late submissions.**

Writing all reflection Journal entries in the last week of the semester defeats the purpose of weekly checking with yourself (and me). Please don't ask me in December if you can write them – you can't reflect or recall how you were feeling and reacting, for instance, in the first week of class.

## **GUEST SPEAKERS**

In order to achieve the objectives outlined earlier in the Syllabus, I have invited several accomplished speakers who will share their marketing experience in each of their industries. The speakers have provided me with tentative dates. Final dates will be confirmed via CI Learn/classroom.

I expect the students to research the speaker's company profile ahead of time and be able to formulate thoughtful questions that will enrich our learning. Be sure you include some related thoughts and reflections in your Journal.

## **TEAM PROJECT: THE MARKETING PLAN**

### Objective

The core objective is to create a marketing plan for a local business or community partner.

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

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 three/four 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 who may act or think differently from you. We will work together in class to create a team contract (5 points) that will guide your interactions and decision process. You will review and grade your

teammates' contributions by the end of the semester. I expect the students to work hard on the project and have fun.

### Deliverables

Based on students' feedback, I have broken down the final Marketing Plan into smaller deliverables that you would submit for grading and feedback.

Each team will create **one** shared **Google Doc** to collaborate on each deliverable and avoid e-mailing back for different versions of the same document. A link to this document will be submitted under Assignments – Team Project. The deliverables will be submitted before class time the day they are due. Please find detailed instructions in CI Learn under the module “Team Project.”

Team Project deliverables are identified in the Tentative Schedule Section in this Syllabus with the initials TP. Notice that partial deliverables 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. Remember that Final Deliverable's grade will be adjusted based on peer-peer review.

### Final Report

The final Marketing Plan is no more than 20 pages long, plus any additional exhibits/bibliography/cover/table of contents.

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. I will also collect feedback from our community partners.

Individual Final Deliverable 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.***

### Final Presentation

The teams will present their Marketing Plan Executive Summary (PowerPoint or Google Slides) in front of the class and the community partners on the day assigned. The oral presentation should not be longer than 15 minutes. **All** team members are expected to speak in the presentation. There will be an individual assessment (see rubric below) of the oral presentation. **No written notes are allowed.** You can do it!

After the presentation, a Q&A will be held. That same day, we will deliver a professional looking folder for our community partners including a copy of the slides, the full marketing plan and raw data form the primary research effort.



## TENTATIVE SCHEDULE

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

WEEK /DAY	THEMES THAT WE WILL EXPLORE	READINGS BEFORE CLASS	HOW TO PREPARE FOR CLASS & DUE ASSIGNMENTS	IN-CLASS ACTIVITIES <i>(tentative)</i>
1. 08/28	<b>Introductions &amp; Course Overview</b>  <b>REVIEW: Principles of Marketing &amp; Research</b>	Review your MKT 310 study guide & notes	Before class <ul style="list-style-type: none"> <li>• Review "Start Here" Section</li> <li>• Complete the Google Form "Getting to Know You" Survey</li> </ul>	Discuss how you learn Tour the course Set the weekly Journals together
2. 09/04	<b>REVIEW (cont.): Principles of Marketing</b>  <b>Gen AI</b>		Homework: Case 1 Write-up	Case Discussion GenAI workshop TP: overview & client engagement 101
3. 09/11	<b>MODULE 1: Introduction to Marketing Strategy &amp; Client Engagement</b>	SM: Chapter 1 & 12	TP: Team contract due at the end of class	TP: Team composition due in class & contract
4. 09/18	<b>MODULE 2: Strategic Planning</b>	SM: Chapter 2, 5, 7 & 8	Journal Entry – previous Module	Meet your client TP Deliverable Workshop
5. 09/25	<b>MODULE 3: Marketing Research</b>		Journal Entry – previous Module TP: Deliverable 1	TP Deliverable Workshop
6. 10/02	<b>MODULE 4: Segmenting, Targeting &amp; Positioning</b>	SM: Chapter 4 & 9	Journal Entry – previous Module TP: Deliverable 2	TP Deliverable Workshop
7. 10/09	<b>MIDTERM, JOINT REFLECTION &amp; GUEST SPEAKER at 5 pm</b>			
8. 10/16	<b>No face-to-face class</b>		TP: Deliverable 3 Check online for course work: Primary Data Analysis	
9. 10/23	<b>MODULE 5: Product Strategy</b>	SM: Chapter 10	Journal Entry – previous Module TP: Deliverable 4	TP Deliverable Workshop
10. 10/30	<b>MODULE 6: Distribution Strategy</b>	PM: Chapter 8	Journal Entry – previous Module Homework: Case 2 Write-up Don't forget to vote next week!	TP Deliverable Workshop Case 2 discussion
11. 11/06	<b>MODULE 7: Communication Strategy</b>	SM: Chapter 9 PM: Chapter 11 & 12	Journal Entry – previous Module TP: Deliverable 5	TP Deliverable Workshop
12. 11/13	<b>(cont')</b>			TP Deliverable Workshop
13. 11/20	<b>MODULE 8: Pricing Strategy</b>	PM: Chapter 15 SM: Chapter 13	Journal Entry – previous Module TP Deliverable 6	TP Deliverable Workshop
14. 11/27	<b>MODULE 9: Budget &amp; Action Plan</b>	SM: Chapter 12	Journal Entry – previous Module After class: TP: Deliverable 7 Wrap up your Campus Engagement assignment	TP Final Deliverable Workshop
Nov. 28-29	<b>HAPPY THANKSGIVING</b>			
15. 12/04	<b>FINAL CLIENTS PRESENTATIONS</b> The Marketing Plan (Word Doc) + Executive Summary Oral Presentation (Slides)		After class: Submit your final Journal entry with a final post-mortem reflection Complete your Peer review	3 PM: Dry run 4 PM: Clients Final presentation 5 PM: Final exam review
16. 12/11	<b>FINAL EXAM 4 p -6 pm</b>			

**SM & PM:** textbook

**TP:** Team Project

## WEEKLY ROUTINE

This class is demanding, and consistent individual and teamwork is required throughout the whole semester. Please be proactive and start working asap Reach out to me as soon as you sense you are getting behind. **My "door" is always open.** In 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 of the task due every week.

- Before class: Read assigned chapters/readings 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-ups and 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 a professor in the last few 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 and "quotation marks."

Using homework help sites, copying answers from the Internet, or a colleague in any exam is considered 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 are allowed. In the case where the cheating or plagiarism was premeditated/planned, students may receive an "F" for the course and will be reported to the Dean of Students office.

As we will discuss at large, Generative Artificial Intelligence (GenAI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. This course is experiential and experimental so we will work together to understand how GenAI is and will impact the marketer's role and prepare you for that<sup>2</sup>.

This policy governs all such tools, including those released during our semester together. You may use generative AI tools in this course as indicated by me. In fact, some the Team Project deliverable will require the use of such tools. As you use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used and briefly describe how you used the tool in an appendix for the assignment. Be sure to include what tool/version you used and include your full prompts.

Please remember that AI tools are typically trained on limited datasets that may be outdated. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.

Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate, incomplete, erroneous or biased content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course.

If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, I will apply our Academic Integrity policies as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data. You can find more information here  
<https://www.csuci.edu/studentsupport/student-conduct/academic-dishonesty.htm>

Please act with integrity, for the sake of both your personal character and your academic record. If my expectations regarding academic dishonesty in this course are not 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

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<sup>2</sup> Note: The GenAI policy included here was partially created using the Pepperdine AI Syllabus Statement Decision Tree available here  
[https://courses.pepperdine.edu/access/content/user/cheard/Twine/Generative\\_AI\\_Syllabus\\_Statement.html](https://courses.pepperdine.edu/access/content/user/cheard/Twine/Generative_AI_Syllabus_Statement.html)

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 who 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 at CI for the most up-to-date information on the **Basic Needs** Program: <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](mailto: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 themselves 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](mailto:accommodations@csuci.edu) or 805-437-3331.

### **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