



School of Business

# Principles of Marketing - MKTG 303

## Course Information:

MKTG 303 – DL5

3 credits, an online course, and group work required.

Fall 2023 – Class begins on Monday, August 21

## Course Location:

Online

Class week starts on Monday of each week and ends 11:59 pm on Sunday . Optional weekly meeting times for Q&A for class but no set time to meet for the online class

This class will be delivered 100% in and online classroom format. All students will need to be a participant in the weekly class required assignments.

## Course instructor:

Lisa M. [Prodywus](mailto:lprodywu@gmu.edu)

Virtual Office: Monday – Friday, by appointment

Optional Weekly Q&A Session provided every Tuesday for students to join and ask questions.

Email: [lprodywu@gmu.edu](mailto:lprodywu@gmu.edu) (preferred contact method)

Phone: 540.664.2003

About your instructor – Lisa Prodywus has been working in the marketing field for over twenty years. She has a BA in Studio Art, an MS Marketing degree, and a Graduate Certificate in Social Media. She has worked in the technology, education, and security industries.

## Required Text:

***Marketing, 8/e, Grewal & Levy, McGraw-Hill publishers + Connect/LearnSmart***

There are several format options for the course textbook, including hardback paper, loose-leaf paper, eBook, renting, and sharing. You do need the eBook with Connect/LearnSmart. **Connect/LearnSmart is required for part of the class assignments and grades.**

To purchase the course eBook (or in paper) and to sign up for Connect, click on the course tab “Learn Here: Weekly Modules” “Module1” scroll to and click on “What are the Webtext Questions.” Then click on “Chapter 1. Overview of Marketing” and follow the prompts to register your Connect code or purchase the eBook with a Connect code. When registering for Connect, be sure you only use your **GMU EMAIL**.

## Course Objectives:

The objectives of this course are to

- Introduce students to the terminology, functions, institutions, and philosophy of marketing and market-driven decision-making, with emphasis on the role of technology.
- Span the contexts of product marketing, service marketing, and idea marketing both for profit and non-profit organizations, in a variety of settings, especially global competition.

- Build marketing application skills by examining the practices of real-world organizations.
- Develop marketing application abilities through the development of a team-created rudimentary marketing plan.
- Explore careers available to marketing majors.  
*Go to this website for additional examples:*  
<http://findyouredge.marketingedge.org/students/marketing-career-resources>

## **Course Objectives and School of Business Learning Goals**

This course addresses the following Learning Goals of the School of Business:

### **Goal 1: Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.**

Introductory marketing draws upon many sister disciplines including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management and statistics. This course has an entire chapter devoted to international marketing and trade. The issues of marketing standardization versus adaptation underscore the concepts of comparing and contrasting cultures. Examination of international trade institutions such as EU, GATT, IMF, and WTO exemplify the commitment to understanding global trade. Additionally, each textbook chapter features international cases, examples or cases. The book for this course features an entire chapter marketing ethics. Additionally each of the nineteen chapters has a separate ethical dilemma example that range from issues of junk food, targeting seniors, price discrimination for “ladies’ night” at bars to spying on consumers. The group project includes a section on business model sustainability and company social responsibility. The chapter “Analyzing the Marketing Environment” includes an overview presentation of the major regulatory and legislative initiatives that impact marketing practice. Examinations require students to understand, apply and synthesize a variety of marketing issues, concepts, approaches and principles in a comprehensive, strategic approach. Key elements of the marketing plan require an explanation and defense of recommended courses of action.

### **Goal 2: Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.**

This section of Marketing 303 requires all students to demonstrate their writing and speaking skills by composing and presenting a rudimentary marketing plan using Word and PowerPoint. Students will also be graded on their written class participation. Students in this class will be part of a group working on the class project that requires you to conduct research and make recommendations. That project requires communication, cooperation, leadership, decision making and group consensus finding. Part of the class project includes market and consumer analysis that underscores group and individual differences based on age, geography, ethnicity, gender, and income.

### **Goal 3: Our students will demonstrate technical and analytic skills appropriate for success in business.**

This course requires students to send and receive an e-mail, take online quizzes and submit results, access and navigate the Blackboard and *Connect Marketing* learning system, access and view streaming media, including web-based narrated PowerPoint slides, conduct online research, and create Word and PowerPoint project documents.

**Goal 4: Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.**

Topics throughout this course include an elementary understanding of accounting, information systems, and supply chain management topics.

**Goal 5: Our students will demonstrate knowledge and skills appropriate for specialization in their majors.**

Discipline competence will be measured in this course using exams, the composition of a rudimentary marketing plan, written homework assignments, and class discussions. Each assignment is time-stamped and provides a unique contribution to the assurance of learning documentation.

For most students, the course will be their first and last university-level class in marketing. Central to the purpose of this course is to ensure that students understand the role and importance of marketing in all organizations. Therefore, understanding the essentials of marketing as applied to all institutions as well as self-marketing is the central feature of demonstrating discipline competence.

**Goal 6: Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.**

This course requires students to use GMU's online databases such as Mergent, IBIS World, and Mintel Oxygen to conduct their semester research project. This course requires students to send and receive an e-mail, take online quizzes and submit results, access and navigate the Blackboard and *Connect Marketing* learning system, access and view streaming media, including web-based narrated PowerPoint slides, conduct online research, and create Word and PowerPoint project documents.

## Assignment Descriptions

### **10 WEBTEXT WEEKLY CHAPTER QUESTIONS in Connect/LEARNSMART HOMEWORK (10% of your total grade – 1% per assignment)**

LearnSmart (Connect, Webtext sections for our course) is an online course management tool (accessible on laptops, tablets or smart phones) that combines your eBook with practice questions to test your understanding of key concepts and to pinpoint the topics on which you need to focus. **Each weekly module in Blackboard has a folder that contains direct links to the LearnSmart reading assignments and required questions to answer for each chapter.** You will need the access code you purchased with your textbook to create an account and to log-in the first time only. You will not need to log-in again.

You will have multiple times to answer each chapter's graded questions and your progress will be shown as you move through each section. Start by reading the paragraphs highlighted in yellow. Those are the key concepts in that chapter. To complete your assignment, you will need to toggle between reading and answering questions (please note a button in the left bottom corner of your screen called "Practice"). The "practice" button will flash to remind you it is time to check on your progress. You will notice that the paragraphs highlighted in yellow will turn green after you answer the questions pertaining to those concepts correctly. It means you are ready to move on to the next section/paragraph. Please note that you are expected to read the entire chapter, not just the highlighted paragraphs.

Connect/LearnSmart assignments **will be used for final grading** in this course.

#### 4 CHAPTER QUIZZES

**(13.5% of your total grade – 3.375% for each quiz)**

Quizzes will help you check your comprehension of key concepts and help you prepare for the exams. Each quiz will be in Blackboard/Connect for the chapter sections divided into four sections. Quizzes contain 10 questions worth 1 point each. You will have up to 30 minutes to complete each quiz. However, you will also have up to 2 attempts for each quiz. Only your highest grade will be recorded in the grade center.

#### 2 EXAMS

**(30% of your total grade – 15% for each exam)**

Exams in this course require all students to use the Respondus Lockdown Browser with a web camera. Please note that you cannot take the exam using a standard browser such as Safari, Firefox, Chrome, Microsoft Edge, or Internet Explorer.

The LockDown Browser application needs to be installed on your computer first. The link to detailed instructions is posted in Blackboard. You could also go directly to the ITS website using the following url: <https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/>

Attention: a web camera is required to take your exam. You will be recorded during the exam. Any "unusual" behavior will be auto-flagged by Blackboard and then reviewed by the instructor.

Only one attempt is allowed, so make sure you find a quiet place with a reliable internet connection to take your exam without any interruptions. Practice pretests are available for both exams (optional, not counted towards your final grade).

Exam 1 covers chapters 1 – 10 (15% of your final grade) and the Final Exam covers chapters 1-20 (15% of

your final grade). Both Exams will have multiple-choice questions. All exams will be open for 24 hours.

Exams are timed (up to 90 minutes). Only one attempt is allowed, so make sure you find a quiet place

with a reliable internet connection to take your exam without any interruptions.

#### 3 GROUP PROJECT: MARKETING PLAN (30% of your grade)

For business majors, collaboration is an essential skill needed for a career in geographically dispersed organizations. It is not an easy task to handle especially when distance is involved. Get started right away by reaching out to your groupmates and agreeing on roles and responsibilities, schedule, and collaboration methods. For some, it might be a conference call or even group online meetings on a specific day. Some might prefer to collaborate on Google Docs or use Group Discussion Forum in Blackboard. You choose what works for your group. You will work in the same group throughout the semester.

Four team-based marketing plan assignments are due throughout the course. Each assignment will address a specific section of the Marketing Plan Template. Each section is due according to the schedule listed below. Grades for each assignment are TEAM grades that will be adjusted according to peer evaluation conducted during the final week. See the Marketing Plan Template for Guidance. See documents in the "Marketing Plan" folder of Blackboard. **ONLY .doc FILES ARE ACCEPTABLE.**

Group work assignments are due in Module 3, 6, 10, and 13. By the end of Module 3, you need to submit a group charter. You will work on the following assignments with your group:

- *Discussion Board Group Brand and Research is due in Module 3 (part of your discussion board grade)*
- *Marketing Plan Deliverable 1 is due in Module 6 (10% of your final grade)*
- *Marketing Plan Deliverable 2 is due in Module 10 (10% of your final grade)*
- *Marketing Plan PowerPoint Presentation is due in Module 13 (10% of your final grade)*

**Here is a checklist for selecting a brand for your marketing plan:**

1. Does the brand represent something that will advance your professional interests?
2. Will you be able to obtain existing sources of information about the brand?
  - a) Industry data, such as age, size, growth, competitors and regulatory oversight.
  - b) Brand data, such as sales, market share, and growth, using sources such as Mintel Oxygen, Mergent, IBS World, *Yahoo Finance* 10K, *Hoovers* and *Lexus-Nexus* (all available online through GMU Library).
  - c) Customer data, such as reasons they select the brand, reasons they reject the brand, customer satisfaction for the brand, and frequency of purchase, using sources that capture the voice of the customer, such as *Yelp*, *Consumer Reports*, *Google*, *Bing* and similar customer evaluation sources.
  - d) Experience data, such as trying or using the brand, interviewing managers and staff of the brand.

**7 CLASS DISCUSSIONS (14% of your grade – 2% for each discussion board assignment)**

This course has a total of seven discussion board assignments to post. Discussion boards and a class wide case discussion (worth 2% each). One of the discussions boards will be a group post, requiring only one post per group but each student must reply to other groups' post for engagement during the Week 3 assignment.

**Deadlines for posting due dates are listed on the Discussion Board assignment.**

**RESEARCH REQUIREMENT (2.5% of Grade)**

As scholars and educators in the School of Business, the faculty strives to add value to the knowledge of future managers. We do this by teaching principles and practices that are based in fact and supported by evidence – thereby stressing the importance of evidence-based practice in our teaching. This ensures that when new claims come along, managers will be better able to evaluate their validity and potential usefulness. To this end, students must be familiar with the relevance of research to management practice. We believe this is accomplished through direct experience with academic business research. Students should be able to understand where research is used to inform practice, how research should be done, what research tells us about business issues, and why such systematic inquiry is useful above and beyond direct experience.

As a result, all students in Marketing and Management 303 courses must participate in one half-hour (one credit) of “research activity” for each course (this will make up 2.5% of the class grade). The specific requirement is for students to take part in one half-hour activity (1 credit) for each 303 course. Credits must be earned for each 303 class (MGMT and MKTG) separately – they do not double count (so if you are in both Marketing and Management 303 courses you will need to participate in a total of two (2) half-hour activities in order to complete full course requirements for both classes). These

activities include either participation in actual business research/experiments or attendance at alternative, research lectures.

#### Two Options for Research Credit:

Option 1: Experiments. Sign-up and participate in a half-hour experiment. Participation in a single experiment is worth 1 credit and 2.5% of your final grade and fulfills your requirement for a single 303 class (MKTG or MGMT). Information and sign-ups for the experiments will be posted on the School of Business Research Participation SONA website <https://gmubus.sona-systems.com> (you must participate in School of Business experiments at this specific URL. Participation in Psychology studies on the Psychology SONA site (or any other GMU SONA site) does not count).

#### Important Notes

- Although there will be sufficient slots available during the semester, there is no guarantee that they will be available at the very end of the semester. Therefore, if this is an option you would like to choose, do not delay in signing up for participation in an experiment as they become available.
- Students who fail to complete a scheduled experiment may not be allowed back into the experiment at the discretion of the researcher.
- If you have participated in a specific experiment in a previous semester, you may not be able to participate in that specific experiment again.

Option 2: Research Lectures. If you would prefer not to participate in experiments or there are no available experiments for you to participate in, you may also participate in a half-hour lecture to earn 1 credit and 2.5% of your grade. These lectures will be offered a few times over the course of the semester and will focus on the importance of research in understanding and refining marketing and management practice. Information and sign-ups for the research lectures will be posted on the SONA website.

\* Students need to complete a single half-hour activity (1 credit each; lecture or experiment) for each 303 class in order to fulfill course grade requirements. You will receive partial credit if you complete fewer\*

#### WHAT YOU NEED TO DO:

1. In order to sign up for experiments and lectures and get research credit in this course, you must be registered on the School of Business SONA site.

If you have not previously registered in the School of Business SONA site you will be registered for the semester by the SONA Administrator. Students not already registered in SONA will receive their log on credentials, via email at the end of the second week of the semester. Log on credentials will be sent to your GMU e-mail account. If you do not receive your log in credentials at the end of the second week of the semester, please go to the front page of the School of Business SONA site (<https://gmubus.sona-systems.com>) and use the "Forgot Password?" feature to get log on credentials. If you have registered on the School of Business SONA site in a previous semester, you should use your log on credentials from the previous semester. If you do not remember your log on credentials, go to the front page of the SONA site (<https://gmubus.sona-systems.com>) and use the "Forgot Password?" feature to receive your log on credentials.

ALL SONA ACTIVITIES WILL USE YOUR GMU E-MAIL ACCOUNT.

2. The email with your log on credentials will come from the administrator's email address (gmubus-admin@sona-systems.net), so be sure to configure your junk mail filters to allow emails from that address.

3. Use your log on credentials to access to School of Business SONA site and sign up for experiments and lectures as they are available. Please note that opportunities might not be available during the first few weeks of the semester. The School of Business SONA website is: <https://gmubus.sona-systems.com>

\*\*\*PLEASE NOTE – This is the specific School of Business SONA site. ALL participation must be done on this site. There is also a Psychology SONA site – it is NOT a part of this Course requirement and participation in the Psychology SONA site (or any other SONA site) does not count for the 303 requirements\*\*

4. You may track your progress at any time by choosing the My Schedule/Credits option from the top toolbar. When you view this page, at the top, you will see at the list of the number of credits you are expected to earn in addition to how many you have already earned thus far, and the number of unexcused no-shows you have earned if you have them. Remember, you need one credit (one 1 credit activity) for each class you are enrolled in.

Semester timeline

September 3rd --Second Week of Classes: \*\* All students will be registered on the School of Business SONA site (<https://gmubus.sona-systems.com>) by this date.\*\* Once registered you should use your credentials to log in and monitor research opportunities.

December 7th: Last day to participate in experiments/lectures if available (Please note: There is no guarantee experiments will be available on this date so you should actively look for opportunities throughout the semester).

Please direct all questions, problems, or concerns about research credit to: [somstudy@gmu.edu](mailto:somstudy@gmu.edu) , not to your professor or lab instructor. You can also check the SONA System - Student Information and FAQ document provided by your instructor.

## Semester Grading Scale:

- 7 Discussions – 14%
- 10 Weekly Webtext Questions – 10%
- 3 Group Project: Marketing Plan – 30%
- 4 Chapter Quizzes – 13.5%
- 2 Exams – 30%
- 1 Research – 2.5%

**Total: 100%**

<b>Grades Scored Between</b>	<b>Will Equal</b>
97 % and 100%	A +
94 % and less than 97%	A
90% and less than 94%	A -
87% and less than 90%	B +
84% and less than 87%	B
80% and less than 84%	B -
77% and less than 80%	C +
70% and less than 77%	C
60% and less than 70%	D
0% and less than 60%	F



Weeks	Modules	Assignments	Class Dates
<b>Week 1</b>	Introductions & Overview of Marketing	<ul style="list-style-type: none"> <li>• Introductions – Discussion Board</li> <li>• Overview of the course and course requirements</li> <li>• Read Chapter 1</li> <li>• Chapter 1 Connect Questions</li> </ul>	<b>8/21/2023</b>
<b>Week 2</b>	Assessing the Marketplace & Digital Marketing, Social, Mobile	<ul style="list-style-type: none"> <li>• Read Chapters 2 and 3</li> <li>• Connect Questions Chapter 2 &amp; 3</li> <li>• <b>Quiz for Chapters 1-3</b></li> <li>• Find your group and read group project instructions.</li> </ul>	<b>8/28/2023</b>
<b>Week 3</b>	Assessing the Marketplace & Start Group Projects	<ul style="list-style-type: none"> <li>• Read Chapters 4 and 5</li> <li>• Connect Questions Chapter 4 &amp; 5</li> <li>• <b>Group Projects - Discussion Board Post: our brand for the marketing plan and research plans</b></li> <li>•</li> </ul>	<b>9/4/2023</b>
<b>Week 4</b>	Understanding the Market Place	<ul style="list-style-type: none"> <li>• Read Chapters 6, 7, 8</li> <li>• Connect Questions Chapter 6, 7, 8</li> <li>• <b>Quiz for Chapters 4-8</b></li> </ul>	<b>9/11/2023</b>
<b>Week 5</b>	Group Project Deliverable 1	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Work on Group Project Deliverable 1</li> <li>• <b>Submit Group Marketing Plan Deliverable 1</b></li> </ul>	<b>9/18/2023</b>
<b>Week 6</b>	Targeting the Marketplace	<ul style="list-style-type: none"> <li>• Read Chapters 9 &amp; 10</li> <li>• Connect Questions Chapters 9 &amp; 10</li> <li>• <b>Review for Midterm Test</b></li> <li>• <b>Midterm Pretest – not graded</b></li> </ul>	<b>9/26/2023</b>
<b>Week 7</b>	Test - Midterm	<ul style="list-style-type: none"> <li>• <b>Midterm TEST – Chapters 1-10 - Online</b></li> </ul>	<b>10/2/2023 – Midterm Week</b>
<b>Week 8</b>	Value Creation	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Read Chapters 11, 12, 13</li> <li>• Connect Questions Chapters 11, 12, 13</li> </ul>	<b>10/9/2023</b>
<b>Week 9</b>	Group Project – Deliverable 2	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Work on Group Project Deliverable 2</li> <li>• <b>Submit Group Marketing Plan Deliverable 2</b></li> </ul>	<b>10/16/2023</b>
<b>Week 10</b>	Value Capture	<ul style="list-style-type: none"> <li>• Read Chapters 14 &amp; 15</li> <li>• Webtext Questions Chapter 14 &amp; 15</li> <li>• <b>Quiz for Chapters 11 – 15</b></li> </ul>	<b>10/23/2023</b>

<b>Weeks</b>	<b>Modules</b>	<b>Assignments</b>	<b>Class Dates</b>
<b>Week 11</b>	Value Delivery	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Read Chapters 16 &amp; 17</li> <li>• Connect Questions Chapters 16 &amp; 17</li> </ul>	<b>10/30/2023</b>
<b>Week 12</b>	Value Communications	<ul style="list-style-type: none"> <li>• Read Chapters 18 &amp; 19</li> <li>• Connect Questions Chapters 18 &amp; 19</li> <li>• <b>Quiz: Chapters 16-19</b></li> </ul>	<b>11/6/2023</b>
<b>Week 13</b>	Group Presentations	<ul style="list-style-type: none"> <li>• <b>Group Presentations – Group Video and PowerPoint Presentations completed and posted on Discussion Board</b></li> </ul>	<b>11/13/2023</b>
<b>Week 14</b>	Break	<ul style="list-style-type: none"> <li>• Thanksgiving Week Break</li> </ul>	<b>11/20/2023 - Break</b>
<b>Week 15</b>	Value Communications and Final Exam Review	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Read Chapter 20</li> <li>• Connect Questions Chapter 20</li> <li>• Final Exam Review</li> <li>• Final Exam Pretest - not graded</li> </ul>	<b>11/27/2023</b>
<b>Week 16</b>	Final Test	<ul style="list-style-type: none"> <li>• <b>Take Final Exam - Online</b></li> <li>• Course Wrap-Up</li> <li>• Complete Course Evaluation</li> </ul>	<b>12/4/2023 – Final Exam Week</b>

## Student Responsibilities:

**Participation:** Students are required to attend the both the scheduled in-person class day and online day for each of the 15-week class sessions. You are responsible for reading all assigned materials, attending weekly in-person class session, online class session, submitting all weekly assignments by the due date, logging into your course at least 2 times a week, and actively participating in class wide and group discussions. If there is a definition, concept or principle you do not understand, it is your responsibility to ask for clarification. You can ask questions in our class sessions, use the “Ask the Instructor” Discussion Forum, or schedule an appointment.

**Exam Processes:** You will take two closed book, closed notes exams in this course – midterm exam and a final. Any use of electronic devices during testing times can be interpreted as a violation of the University Honor Code. These devices include cell phones, electronic translators, calculators, and similar devices. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Honor Council.

**Prerequisites and Registration:** Prerequisites for the course are sophomore standing.

**Disability:** Students with disabilities that require special accommodation should contact the Student Disability Office (ODS) at 993-2474. All academic accommodations must be arranged through the ODS.

**Community Standards of Behavior:** The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the SOM community. In doing so, they agree to abide by the following Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. SOM can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the SOM. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

## GEORGE MASON UNIVERSITY HONOR CODE:

Students are reminded of their responsibilities under the George Mason University Honor Code. GMU is an Honor Code University. Please see the University Catalog for a full description of the code and the honor committee process. It is understood that that the students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically— cheating and attempted cheating, plagiarism, lying and stealing.

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you

will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

While individuals may wish to consult, analyze and discuss their work with others, the student is responsible for ensuring he or she complies with the Honor Code.

I take the Honor Code seriously. I will be glad to discuss any of the Honor Code definitions or implications. The responsibility of each student as well as the faculty to ensure the Honor Code is upheld.

The School of Business Faculty has created guidelines on penalties. These apply to all courses, all students and all faculty. I will discuss these in class, though I hope I will not have to use them.

It shall be a violation of this Honor Code to Lie, Cheat or Steal. The following list is illustrative of Honor Code violations but is not exhaustive: Assignments (including examinations) are to be the sole work of the student unless specifically authorized otherwise by the professor. To give, receive, or utilize unauthorized assistance in preparation for or during an assignment is a violation of this Honor Code. To continue working on an assignment or an examination beyond the allotted time period. To plagiarize. To fail to report a suspected violation when a student has reasonable cause to believe that an Honor Code violation has occurred.

Students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically - Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

<b>School of Business Recommendations for Honor Code Violations</b> <i>Approved February 2020</i>			
<b>UG-Non Freshman Students (including transfer students)</b>			
<b>Type of Violation</b>	<b>First Offense</b>	<b>Second Offense</b>	<b>Third Offense</b>
<b>Plagiarism</b> 1. Failure to cite/attribute sources 2. Representing someone else's work as the student's own (e.g., copying and pasting)	An F in the class; referral to Writing Center; and Academic Integrity Seminar completion	An F in the class and at least one semester suspension.	An F in the class and expulsion
<b>Cheating</b> 1. On a minor assignment (e.g., homework, quizzes)  2. Cheating on a major assignment or exam, submitting course work from another course as original work	An F in the class; and Academic Integrity Seminar completion  An F in the class; and Academic Integrity Seminar completion, and at least one semester suspension	An F in the class, Academic Integrity Seminar completion; and at least one semester suspension or expulsion.	An F in the class and expulsion
Lying (e.g., providing fraudulent excuse documents, falsifying data)	An F in the class; and Academic Integrity Seminar completion, and at least one semester suspension	An F in the class and at least one semester suspension or expulsion.	An F in the class and expulsion
Egregious Violation (e.g., stealing an exam; submitting coursework from another class as original work across multiple courses; lying to an employer about academic performance, false identification or posing as another, in person or online)	An F in the class, Academic Integrity Seminar completion; and at least one year suspension	An F in the class and expulsion.	An F in the class and expulsion

**Note:** *The School of Business reserves the right to initiate termination proceedings for any student found guilty of an Honor Code violation by the Office of Academic Integrity.*

### Special note on electronic communications:

Students must use their Mason email accounts to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

For all class activities, you must use your GMU email address/account. This includes Blackboard. The use of a different address may result in loss of all points for that portion of the class. Please be sure to identify the matter of the email in the subject line.

Do not text me with important information.

### DIVERSITY STATEMENT:

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve

these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed. See <http://ctfe.gmu.edu/professional-development/mason-diversity-statement/>

## **SCHOOL OF BUSINESS COMMUNITY STANDARDS**

The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Think about this class as a job interview. Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you text during a job interview? Would you demonstrate respectful and civilized word choice?

Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following:

### **Community Standards of Behavior:**

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment and ensure every member the opportunity to pursue excellence.

The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business.

Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

## OTHER USEFUL CAMPUS RESOURCES:

- Writing Center: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>
- University Libraries: "Ask a Librarian" <http://library.gmu.edu/ask>
- Student Support and Advocacy Center <http://ssac.gmu.edu/>
- Counseling and Psychological Services (CAPS): (703) 993-2380; <http://caps.gmu.edu>
- Learning Services <http://learningservices.gmu.edu/>
- School of Business Academic Advising <http://business.gmu.edu/undergraduate/academic-advising/>
- School of Business Career Services <http://business.gmu.edu/undergraduate/career-services/>
- University Career Services: <http://careers.gmu.edu>
- IT Services <https://itservices.gmu.edu/help.cfm>
- University Policies: The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

**Personal Challenges:** GMU and SOM provide students with significant resources to navigate the challenges of daily life. They include the Writing Center, Counseling and Psychological Services (CAPS), and several other student services. SOM majors should visit the Office of Academic and Career Services in room ENT 008 for more information.

**Teams:** Several assignments will be conducted through team efforts. These assignments include eight in-class assignments and a marketing plan presentation. Team work is always a challenge. On one hand there are free riders and alternatively, there are domineering people who refuse to listen to the thoughts of others. Each member has the responsibility to make the team work. As an incentive to assure team cooperation, each member will privately evaluate all members of the team at the end of the semester.

**Late Work:** Assignments delivered late will be penalized 10% for each class week.

**Use of E-Mail:** Consistent with federal privacy laws, I do not respond to non-gmu e-mail with confidential information. I respond only to [YourName@gmu.edu](mailto:YourName@gmu.edu) e-mail.

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