



School of Business

Digital Marketing - MKTG 315

Course Description:

This course explores the impact of Digital and Internet technology on marketing strategy and practice. Topics include web design and analytics, search engine optimization, online advertising campaigns, email marketing, and social media to build customer traffic, conversion, and company revenue.

Course Information:

Format: Distance Learning (Online; does not meet)

3 credits, group work required

Spring 2024 – Class begins on Tuesday, January 16

Course Website: courses.gmu.edu, then choose the course once you log in.

Course instructor:

Lisa M. Prodywus

Virtual Office: Monday – Friday, by appointment

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

Cell Phone: 540.664.2003

Note: Leave a voice message or text message. If leaving a text message or voice message, please include the course name.

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 for marketing.

Course Prerequisites:

MKTG 301^C or L301) or [MKTG 303^C](#), L303 or [303^{XS}](#).

Requires minimum grade of C.

Requires minimum grade of XS.

Students with a class of Freshman may **not** enrol.

Non-Degree level students may **not** enrol.

Students with the Ineligible to take MKTG courses or terminated from BU major attributes may **not** enrol.

Required Course Materials:

This course requires a package of an e-textbook and a set of videos for Digital Marketing Essentials, and the use of the Mimic Pro simulation can be purchased and accessed from the Stukent.com website.

eTextbook Title: Digital Marketing Essentials with Digital Marketing Simternship included.

What's included:

1. eText for course – Digital Marketing Essentials
2. Digital Marketing Simternship – weekly simulation project for students
3. Optional Digital Marketing Certification

Authors: Jeff Larson and Stuart Draper

ISBN: 978-0-9996302-0-4

Cost: \$129.99

Purchase Course Materials:

To purchase the package, you can either go directly with **Stukent.com (cost \$129.99)** or go through the GMU Bookstore (cost \$184.70).

When you click on the Stukent link in Blackboard for the first time you will be prompted to type in your proof of purchase from the Bookstore called an Access code or you can type in your Debit Card or Credit Card to purchase directly through Stukent. The cost directly through Stukent is \$129.99. There will be a markup if you purchase through the bookstore, but we want to give you that option if needed to use financial aid or scholarship funds.

Please always log in using a laptop or a desktop instead of tablets or mobile devices. We also highly recommend to always use Google Chrome or a Google Chrome Incognito window as your web browser.

If you have any questions or issues registering for the course or logging into your Stukent account, or if you have any Stukent-related questions at all please Always contact Stukent directly by calling 1-855-788-5368 or by emailing them at support@stukent.com.

You can email Stukent Support Team 7 days a week or you can call them Monday-Friday. Here is the Stukent landing page with the hours of operation. <https://www.stukent.com/support/>

If you are going through the GMU bookstore for your purchase:

Open our class course and find the “**Purchase Course Materials**” link on the left navigation button. Enter your email and purchase the material. The bookstore will provide an access code.

If you have any Stukent related questions, please contact them directly by emailing support@stukent.com or by calling 1-855-788-5368

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 marketing in a variety of settings and competitive landscapes.
- Build marketing application skills by examining the practices of real-world businesses.
- 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.

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.

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

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.

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

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

Learning Outcomes

This course provides the following learning outcomes:

- Web Design* – Understand multiple web design frameworks for improving conversion rates on a website of any kind. Apply these design frameworks to identify areas for website improvement and to properly design a website from scratch.
- Web Analytics* – Determine the appropriate KPIs for any type of website. Make appropriate recommendations to an ecommerce website based on the conversion funnel. Understand the pitfalls surrounding attribution analysis and make recommendations to identify the highest ROI digital marketing channels.
- Search Engine Optimization* – Understand how search engines work. Use this knowledge to make recommendations to a website on how it can improve its organic search rankings – in other words, perform search engine optimization on a website.
- Search Engine Marketing* – Understand the mechanics of paid search ranking. Create a search engine marketing campaign and evaluate its effectiveness. Recommend changes that will improve the campaign’s conversion rates.
- Online Advertising* – Understand the various methods of online display advertising. Create an online display ad campaign and measure its return on ad spend (ROAS).
- Email Marketing* – Understand best practices in marketing and implement them with a database of current and potential customers via email.
- Social Media* – Utilize knowledge of social media tactics to design an effective social media campaign.
- Reputation Management* – Implement online reputation management tactics to improve the online reputation of a brand.

Assignment Descriptions

10 Digital Marketing Student Simulation Rounds (30% of your total grade – 3% per assignment)

The simulation rounds are worth 300 “grade” points or 30% of the total grade.

As deliverables, you will run 10 simulation rounds individually, and your marks will depend on the cumulative performance of all rounds.

Each round is worth 100 “simulation” points. Altogether, 10 rounds will accumulate to 1000 “simulation” points. Your final accumulated points will be converted to the 300 “grade” points at the end of the semester to calculate the number of points you will have earned for this assignment by the end of the semester towards your total grade.

The Digital Marketing Simternship - Mimic Pro simulation Rounds

For this course, there are 10 rounds to the simulation.

Mimic Pro Rounds

- Round 1: Introduction to Search Ads
- Round 2: Search Ad Practice
- Round 3: Search Ad Optimization
- Round 4: Introduction to Display Ads
- Round 5: Display Ads and Remarketing
- Round 6: Optimize Display Ad Campaigns
- Round 7: Introduction to Shopping Ads
- Round 8: Shopping Ads and Remarketing
- Round 9: Shopping Ad Optimization
- Round 10: Campaign Optimization

4 CHAPTER QUIZZES

(16% of your total grade – 4% for each quiz)

Quizzes will help you check your comprehension of key concepts and help you prepare for the exams. You will have to take a quiz in Blackboard/Connect for each chapter you read. Quizzes contain 10 multiple choice questions. Unlimited time to take the quiz but the quiz must be completed in one session.

Please refer to the course schedule in the syllabus for the due dates for these quizzes.

The quizzes and exams will test your knowledge and application of that knowledge in digital marketing situations from the chapter readings of the previous week. They will be in multiple choice question format. All quizzes and exams are conducted online based on Washington DC or Eastern Standard time.

2 EXAMS

(20% of your total grade – 10% for each exam)

Exams will be taken during class time. Exams in this course require all students to use the Respondus Lockdown Browser – no 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/>

Exam 1 covers chapters 1 – 6 (10% of your final grade) and the Final Exam covers chapters 1-13 (10% of your final grade). Both Exams will have multiple-choice questions. All exams will be open for the duration of the week to take (Monday – Sunday). Exams are timed (up to 75 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. The quizzes and exams will test your knowledge and application of that knowledge in digital marketing situations from the chapter readings of the previous week. They will be in multiple choice question format. All quizzes and exams are conducted online based on Washington DC or Eastern Standard time.

4 GROUP PROJECT SECTIONS: BUILD A WEBSITE (20% 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 method. 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.

This is a team project worth 200 points or 20% of the total grade.

You will be assigned to a group of five students including yourself. You will work with your group using WordPress to develop a website for local small businesses.

Your WordPress site should include the following:

Your Product/Service website must include the following:

1. A homepage that describes what you are offering, why should they pick your product/service, what should they do next
2. A video or written testimonial that provides evidence or social proof to build credibility and trust
3. A product/service promotion page or section with the respective features and benefits
4. At least 5-10 relevant photos or images
5. One blog post relevant to your product/service

Your site will be graded on design (is your design likely to induce conversion?) and SEO (are the homepage and product page keyword-optimized? Is the blog post likely to attract interest?).

Teamwork is always challenging. There will be a collective team evaluation at the end of semester. You will rate each other based on a set of criteria that evaluates individual participation and contribution. That evaluation will be used to moderate the individual final project score. For that reason, I urge you to keep record of all your team meeting attendance, and keep evidence for your willingness to participate and cooperate with the team, and drafts of work to support the quality and timeliness of work that you submit to your team throughout the semester.

Additional instructions will be provided on a separate document posted on the Blackboard.

Group work assignments are due in Weeks 3, 4, 5, and 9. By the end of Module 3, you need to submit a group contract. You will work on the following assignments with your group:

- *Discussion Board Group Post – Group Contract*
 - *Due Week 3 – 2.5% of your final grade*
- *Discussion Board Group Post – Website Outline Document*
 - *Due Week 4 – 2.5% of your final grade*
- *Final Blog Post Published*
 - *Due Week 5 – 5% of your final grade*
- *Final Website Version Completed*
 - *Due Week 9 – 10% of your final grade*

4 CLASS DISCUSSIONS (14% of your grade – 3.5% for each discussion board assignment)

This course has a total of four discussion board assignments to post. Discussion boards and a class-wide case discussion. Each student will provide individual initial posts and response to other students posts during the week assigned. In addition to the individual discussion board assignments, there will also be group discussion board posts (as part of the group project for class and grade section), requiring only one post per group, but each student must reply to other groups' posts for engagement during the week assigned.

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

Semester Grading Scale:

Assignments	Grade Percentage	Grade Points
Discussion Boards (4 X 35 points each)	14%	140
Stukent Mimic Pro Simulation (Individual)	30%	300
Group Web Design Project	20%	200
Chapter Quizzes (4 X 40 points each)	16%	160
Exams (Midterm and Final 2 X 100 each)	20%	200
Total:	100%	1000 points

Total: 100%

Grades Scored Between	Will Equal	Grade Points
97 % and 100%	A +	4.0
94 % and less than 97%	A	4.0
90% and less than 94%	A -	3.7
87% and less than 90%	B +	3.3
84% and less than 87%	B	3.0
80% and less than 84%	B -	2.7
77% and less than 80%	C +	2.3
70% and less than 77%	C	2.0
60% and less than 70%	D	1.0
0% and less than 60%	F	0.0

SCHEDULE OF CLASS ACTIVITIES

Weeks	Modules	Assignments	Class Dates	Points	Total %
Week 1	Module 1: Introductions and Digital Marketing Foundations	<ul style="list-style-type: none"> Register for the required course eTextbook Register for Simulation Stukent Mimic Pro (included with book purchase) Read Chapter 1 Discussion Board 	Tuesday, January 16 – Sunday, January 21	Discussion Board – 3.5%	3.5%
Week 2	Module 2: Web Design	<ul style="list-style-type: none"> Read Chapter 2 Discussion Board Simulation Stukent Mimic Pro Round 1 	Monday, January 22 – Sunday, January 28	Discussion Board – 3.5% Simulation – 3%	6.5%
Week 3	Module 3: Analytics Start on Group Projects	<ul style="list-style-type: none"> Review Chapter 3 Quiz on Chapters 1 - 3 Group Projects - Discussion Board Post and Group Contract Simulation Stukent Mimic Pro Round 2 	Monday, January 29 – Sunday, February 4	Quiz – 4% Simulation – 3% Group Discussion Board – 2.5%	9.5%
Week 4	Module 4: On-Site SEO	<ul style="list-style-type: none"> Read Chapter 4 Group Projects – Website Outline Document Simulation Stukent Mimic Pro Round 3 	Monday, February 5 – Sunday, February 11	Simulation – 3% Group Discussion Board – 2.5%	5.5%
Week 5	Module 5: Off-Site SEO	<ul style="list-style-type: none"> Read Chapter 5 Group Projects – Final Blog Post Published on Site Simulation Stukent Mimic Pro Round 4 	Monday, February 12 – Sunday, February 18	Simulation – 3% Group Discussion Board – 5%	8%
Week 6	Module 6: Paid Search Marketing	<ul style="list-style-type: none"> Read Chapter 6 Quiz on Chapters 4 – 6 Practice Midterm Exam 	Monday, February 19 – Sunday, February 25	Quiz – 4%	4%
Week 7	Module 7: Midterm	<ul style="list-style-type: none"> Midterm Exam – Chapters 1 - 6 	Monday, February 26 – Sunday, March 3	Midterm – 10%	10%

Weeks	Modules	Assignments	Class Dates	Points	Total %
Week 8	Spring Break	<ul style="list-style-type: none"> Take a break! 	Monday, March 4 – Sunday, March 10		0%
Week 9	Module 8: Display Advertising	<ul style="list-style-type: none"> Read Chapter 7 Group Projects – Final Website Version Due 	Monday, March 11 – Sunday, March 17	Group Discussion Board – 10%	10%
Week 10	Module 9: Email Marketing	<ul style="list-style-type: none"> Read Chapter 8 Discussion Board Simulation Stukent Mimic Pro Round 5 	Monday, March 18 – Sunday, March 24	Simulation – 3% Discussion Board – 3.5%	6.5%
Week 11	Module 10: Social Media Strategy	<ul style="list-style-type: none"> Read Chapter 9 Quiz on Chapters 7 – 9 Simulation Stukent Mimic Pro Round 6 	Monday, March 25 – Sunday, March 31	Quiz – 4% Simulation – 3%	7%
Week 12	Module 11: Social Media Platforms	<ul style="list-style-type: none"> Read Chapter 10 Discussion Board Simulation Stukent Mimic Pro Round 7 	Monday, April 1 – Sunday, April 7	Discussion Board – 3.5% Simulation – 3%	6.5%
Week 13	Module 12: Online Reputation Management (ORM)	<ul style="list-style-type: none"> Read Chapter 11 Simulation Stukent Mimic Pro Round 8 	Monday, April 8 – Sunday, April 14	Simulation – 3%	3%
Week 14	Module 13: Mobile Marketing	<ul style="list-style-type: none"> Read Chapter 12 Quiz on Chapters 10 – 12 Simulation Stukent Mimic Pro Round 9 	Monday, April 15 – Sunday, April 21	Quiz – 4% Simulation – 3%	7%
Week 15	Module 14: Digital Strategy	<ul style="list-style-type: none"> Read Chapter 13 Simulation Stukent Mimic Pro Round 10 Practice Final Exam 	Monday, April 22 – Sunday, April 28	Simulation – 3%	3%
Week 16	Module 15: Final Exam	<ul style="list-style-type: none"> Take Final Exam Course Wrap-Up Complete Course Evaluation 	Monday, April 29 – Sunday, May 5	Final Exam – 10%	10%

Student Responsibilities:

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.

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 has 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:

Academic honesty is important to maintaining the integrity of our university and ensuring that your degree will earn you the respect you deserve. Students are expected to follow the honor code as presented in the University's publications. Therefore:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

For this course, three fundamental principles to follow at all times are that: (1) all work submitted be your own (on individual assignments) or your teams (on team assignments); (2) when using the work or ideas of others give full credit through accurate citations; and (3) when conducting YYY you do not make-up ZZZ. If you are uncertain about the directions on a particular assignment, ask for clarification.

Any course assignment (e.g., RRR, SSS) that are determined to be in violation of the University Honor Code will be immediately referred to the Office of Academic Integrity for resolution. Sanctions for honor code violations will be based on the School of Business Recommendations (see chart on next page).

Please consult the “Honor Code” section of the George Mason University Student Handbook or <http://oai.gmu.edu/the-mason-honor-code-2/> for additional information about academic integrity.

School of Business Recommendations for Honor Code Violations			
Approved February 2020			
UG-Non Freshman Students (including transfer students)			
Type of Violation	First Offense	Second Offense	Third Offense
Plagiarism 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
Cheating 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.

DISABILITY POLICY:

If you are a student with a disability and you need academic accommodation, please contact the Office of Disability Services (ODS) at 703-993-2474 and also let me know.

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 e-mail.

George Mason University School of Business
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