



**BUAD 307**  
**MARKETING FUNDAMENTALS**  
Fall, 2011

**Instructor:** Lars Perner, Ph.D.  
Assistant Professor of Clinical Marketing  
Accounting Building 306K  
**Office:** (213) 740-7127  
**Office Phone:** (213) 304-1726  
**Cell:** larsperner  
**Skype:** [perner@marshall.usc.edu](mailto:perner@marshall.usc.edu)  
**E-mail:** <http://www.LarsPerner.com>  
**Personal Web:** <http://www.BUAD307.com>  
**Course web site:** <http://www.PassionForProfit.com>  
**Backup course web site:** <http://www.SuperMarketingMan.com>  
**Secondary backup web site:** <http://blackboard.usc.edu>  
**Blackboard:**

**OFFICE HOURS** Tuesday, 12:00-1:00 p.m.  
Wednesday, 10:30-11:30 a.m. and 3:00-4:00 p.m.  
Thursday, 1:30-3:00 p.m.  
And by appointment and walk-in.

**“CORE” COURSE INFORMATION QUICK REFERENCE:**  
[http://www.buad307.com/core\\_info.html](http://www.buad307.com/core_info.html)

**COMPUTERS ARE NOT ALLOWED AT ANY TIME DURING LECTURE. DURING DISCUSSION SESSIONS, COMPUTERS ARE PERMITTED ONLY WHEN SPECIFICALLY AUTHORIZED FOR IN-CLASS PROJECTS.** Violators—even at the first offense—are subject to serious sanctions.

<b>CRITICAL COURSE DATES</b>	
<b>Event</b>	<b>Date</b>
Signed Acknowledgement of Standards of Academic Integrity due	9/06
Last day to schedule an appointment to meet during weeks five through six to discuss project—see link on course web site	9/13
Project Proposal due	9/20
Midterm	10/11
Applications Paper due	10/25
Last day to turn in papers to substitute for research participation	11/08
Issue Spotter assignment due	11/22
Final examination	12/08

CLASS TIMES/ LOCATIONS	Day	Time	Location
Lecture Session	Tuesday	2:00-3:50 p.m.	Edison Auditorium (HOH EDI)
Discussion Sessions:	Tuesday	6:00-7:50 p.m.	BRI 5
	Wednesday	8:00-9:50 a.m.	HOH 304
	Wednesday	6:00-7:50 p.m.	BRI 5
	Thursday	4:00-5:50 p.m.	HOH 304
	Thursday	6:00-7:50 p.m.	HOH 301

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**COURSE CATALOG DESCRIPTION:** “BUAD 307 is a fundamentals course. Emphasis is placed on providing a solid grounding in basic marketing terms and concepts. The course also begins to develop a general management viewpoint in the analysis, development, and evaluation of marketing decisions.”

**PREREQUISITES:** None.

### COURSE OBJECTIVES

- Understand the role of marketing in firms that function in an increasingly global and competitive market;
- Understand basic concepts and ideas used in marketing;
- Develop knowledge and tools necessary to design and implement effective marketing programs;
- Understand the advantages, disadvantages, opportunities, and tradeoffs involved in different marketing strategies and choices;
- Appreciate ethical implications of marketing decisions; and
- Appreciate the dual roles of formal analysis and creativity in designing and implementing effective marketing programs.

**READING:** Dhruv Grewal and Michael Levy (2011), *Marketing*, 2<sup>nd</sup> ed., McGraw-Hill Irwin, ISBN-13: 978-0077386436. (“Text”).

Erik Qualman (2010), *Socialnomics: How Social Media Transforms the Way We Live and Do Business* (paperback edition), Wiley, ISBN-13: 9780470638842. (*Socialnomics*)



## REMINDER

In papers and assignments, if you take more than *three consecutive words* from a source, these must be put in quotes or indented as an extended quotation.

You must also cite any source you use even if you do not quote directly.

## TENTATIVE SCHEDULE OF EVENTS

Week	Date	Topics	Reading
1	8/23	Course introduction	
	Discussion		
2	8/30	Marketing Overview	Text: chs. 1-2
	Discussion	Strategy	
3	9/06	Internet Marketing and Electronic Commerce  <b>Signed Acknowledgement of Standards of Academic Integrity due at the beginning of lecture.</b>	
	Discussion	Moral Persuasion Activity. Please meet as follows  Tuesday, September 6: JKP 301 All others: Experiential Learning Center (ELC) in the basement of Bridge Hall	
4	9/13	Ethics and Social Responsibility The Marketing Environment <b>Last day to schedule appointment to discuss your proposal during weeks 5, 6, or 7</b> (see link on the "Projects" page of the course web site).	<i>Socialnomics</i> : chs. 1-2
	Discussion		
5	9/20	Consumer Behavior	<i>Socialnomics</i> : chs. 3-4 Text: chs. 3-4
	Discussion	<b>Project Proposal due</b> (accepted until Monday, September 26 without penalty for individuals who have attended both discussion and lecture this week. You do NOT have to fill out an online petition to take advantage of this extension.)	

6	9/27	Consumer Behavior International Marketing	Text: ch. 5 <i>Socialnomics</i> : chs. 5-6
	Discussion	Consumer Behavior International Marketing	
7	10/4	International Marketing	
	Discussion		
8	10/11	<b>Midterm.</b> Please bring your USC ID card and at least two #2 pencils. Scantron® forms will be provided.	
	Discussion	Marketing Audiovisual Experience	
9	10/18	Segmentation, Targeting, and Positioning	Text: ch. 6 <i>Socialnomics</i> : chs. 7-8
	Discussion		
10	10/25	Market Research and Information Systems	<i>Socialnomics</i> : chs. 9-10 Text: chs. 7-8
	Discussion	<b>Applications Paper due</b> (accepted without penalty until Monday, October 31 for individuals who have attended both discussion and lecture this week, <b>but please keep in mind that papers are read in the order received.</b> You do NOT have to fill out an online petition to take advantage of this extension.)	
11	11/01	Value Creation: Products and services	Text, ch. 9
	Discussion		
12	11/08	Products and services	Text, ch. 10-11 Text, ch. 12 (skim only)
	Discussion	Logistics and distribution	
13	11/15	Promotion	Text, ch. 14 Text, ch. 15 (skim only)
	Discussion		
14	11/22	Pricing <b>Issue spotter assignment due</b> (accepted without penalty until Monday, November 28. You do NOT have to fill out an online petition to take advantage of this extension.)	Text, chs. 16-17
	Discussion	THANKSGIVING—no discussion session. Please come back refreshed and re-charged after the holiday week-end!	
15	11/29	Pricing	Text, ch. 13
	Discussion		
<b>Final: Thursday, December 8, 2011, 2:00-4:00 p.m. Location to be announced.</b> Please bring your USC ID card and at least two #2 pencils. Scantron® forms will be provided.			

## GRADING

Grading will be based on the following course components:

Component	Points	Pctg	Due date	Form
Midterm	175	29.17	October 11	In-class
Final <sup>1</sup>	190	31.67	Thursday, December 8, 2:00-4:00 p.m. Location TBA.	In-class
<a href="#">In-class assignments</a> , class participation, and attendance <sup>2</sup>	60	10.00	On-going in class throughout the term; not pre-announced	In-class
Project	150	25.00		
Project <a href="#">proposal</a> , including scheduling and attending an office visit <b>(required to pass the course)</b>	0 <sup>3</sup>	0.00	Sign-up for appointment by September 13.  Project proposal turned in by September 20 .  Meetings during 5 <sup>th</sup> , 6 <sup>th</sup> , and 7 <sup>th</sup> weeks.	Online signup for appointment; written proposal turned in to Turnitin on Blackboard; in-person meeting in ACC 306K
Applications paper	150	25.00	October 25	Turned in through Turnitin on Blackboard
Research participation	10	1.67	Ongoing at least until the 13 <sup>th</sup> week subject to availability. Early participation is recommended.	Online signup (see handout provided); location of actual experiment from signup instructions.
Signed statement acknowledging standards of academic integrity	0 <sup>4</sup>	0.00	September 6 at the beginning of lecture	Turned in in-class.
Issue spotter assignment	10	10.00	November 22.	Turned in through Turnitin on Blackboard
<b>TOTAL</b>	<b>600</b>			

<sup>1</sup>In order to pass this course, you must, in addition to accumulating a sufficient number of total points, either (1) attain a score of 40% or higher on the written parts of the final exam (the short and very short answer sections) or (2) attain a score of 50% or higher on the combined written parts of the final and midterm.

<sup>2</sup> This may become a negative number if an excessive number of in-class assignments is missed.

<sup>3</sup> Although the project proposal is not graded per se, you must submit one and have an in-office discussion of the project proposal in order to pass the class. Failure to schedule an appointment in a timely manner, failure to show, showing up late, or presenting a substandard proposal will be significantly reflected in the class participation score.

<sup>4</sup> Although there are no points associated with this requirement per se, this signed statement must be turned in by the deadline as a condition for passing the course.

Additional grading issues are discussed in [Appendix A](#).

### Academic Accommodations for Students with Disabilities

Any student requesting academic accommodation based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor by the third week of class. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. Their phone number is (213) 740-0776.

Please note that it is the student's responsibility to manage the scheduling process with the DSP. Failure to meet any DSP scheduling deadlines will likely mean you will not have special accommodations.

### Academic Integrity

Please ensure that all of your work is done with the utmost integrity. Based on the *Marshall Instructional Guide & Procedures Handbook*, the following represent behavior that would be judged academically dishonest. This list is not intended to be exclusive or exhaustive.

1. Examination Behavior: Any use of external assistance during an examination, including, but not limited to the following:
  - Communicating with another student.
  - Copying material from another student's examination.
  - Allowing another student to copy from your examination.
  - Using unauthorized notes or aids.
2. Fabrication: Any intentional falsification or invention of data or other information
3. Plagiarism: The appropriation and subsequent use of another's ideas or words as your own. If another person's ideas or words are used, acknowledgement of the original source must be made. **If more than three consecutive words are used from a source, these must be (a) put in quotation marks or indented as an extended quotation and (b) cited explicitly.** It is NOT sufficient to merely cite the source when a direct quotation is used.
4. Other Types of Academic Dishonesty include, but are not limited to:
  - Submitting a paper (or parts thereof) written by or obtained from another individual.
  - Using a paper or essay in more than one class, without the instructor's express permission.
  - Obtaining a copy of an examination in advance, without the knowledge or consent of the instructor.
  - Using another person to complete class assignments, without the knowledge or consent of the instructor.
5. Any lies and misrepresentations, including but not limited to, signing in for an in-class activity after arriving late (even by a few minutes) for the class or leaving before the end of the class.

## COURSE COMPONENTS

**MIDTERM.** The midterm for the semester is scheduled for October 11. This exam will cover:

- Classroom and textbook material up to and including the unit on “International marketing” (chapters 1-7); and
- Chapters 1-6 of *Socialnomics*.

Study guides for class and *Socialnomics* material will be provided.

A separate study guide lists topic from the textbook that you are expected to have studied before each week’s classes.

The midterm will consist of

- Forty multiple choice questions (120 points);
- Four short answer questions of out which you will be asked to answer any three (10 points each for a total of 30 points); and
- Five “Very Short Answer Questions,” out of which you will be asked to answer any four (5 points each for a total of 20 points)

This and subsequent exams will tend to cover *substantive* issues and their implications for actual and hypothetical firms facing various conditions. It is unlikely that you will be asked to regurgitate definitions or provide specific numbers (unless you are specifically warned in class of specific figures that should be remembered). A sample midterm will be posted on the course web site.

**FINAL.** The final, scheduled for Thursday, December 8, 2011, 2:00-4:00 p.m. (location to be announced) and will consist of:

- Forty-five multiple choice questions (three points each for a total of 135 points);
- Four short answer questions out of which you will be asked to answer any three (10 points each for a total of 30 points); and
- Six “Very Short Answer Questions,” out of which you will be asked to answer any five (5 points each for a total of 25 points).

The final will cover:

- Selected cumulative material covered in class and in the textbook as indicated on the study checklist that will be provided (a small portion of the total material covered);
- Chapters 7-10 of *Socialnomics*; and
- Classroom and textbook material from “Segmentation, Targeting, and Positioning” through “Pricing” (chapters 8-17).

A sample final will be provided.

**PROJECT.** For this course, you will be asked to select

- **A new product or service not currently in existence;**
- **An existing product or service that has potential to be targeted to a segment or type of consumers that currently does not use the product** (or has very low usage rates)—e.g., video games marketed to senior citizens (who want to preserve mental agility and/or play with their grandchildren). The product may need to be modified (e.g., senior citizens may not like violent or explicit video games);
- **An existing product or service that could achieve significant additional sales if distributed through a new channel.** This channel must be realistically available—i.e.,

retailers, wholesalers, and other intermediaries must want to carry it—e.g., mobile manicurists who show up at a customer’s home or work site; or

- **An existing product that is sold in one or more countries and can be introduced in another specific country where it is currently not widely used (e.g., fortune cookies are actually not used in Mainland China).**

You will be asked to complete:

- An electronic form proposing the project and responding to selected questions on the target market , product logistics, and business structure;
- A scheduled visit to the instructor’s office to discuss your proposal;
- A list of at least fifteen bibliographic sources found using library databases along with a one paragraph description of significant issues uncovered;
- One applications paper in which you discuss issues related to chosen topics as these relate to the project; and

The applications paper options will be discussed in more detail subsequently, but for now the choices are:

**Option 1—Secondary Market Research:** A discussion of the implications for your proposed venture of the articles that you found in your literature search.

**Option 2—Customer Analysis.** A discussion (based on article research, consumer observation, and/or interviews) of:

- **For products sold mainly to consumers:** Issues in consumer behavior that have implications for the proposed venture (e.g., search strategy, level of category involvement decision making process, shopping occasion, and product category knowledge).
- **For products sold mainly to businesses and organizations as end customers:** Issues in organizational buying—as discussed in Chapter 6 of the text—that have implications for the proposed venture.

**Option 3—Other Report of Your Choice Discussed in Advance With the Instructor.** If you want to pursue this option, please:

- Fill out the online project plan proposal;
- Print out a “hard” copy; and
- Bring the printed plan to office hours for discussion. **Approval or comments should *not* be sought by e-mail.**

The applications paper should be uploaded to [Turnitin](#) through Blackboard. [Instructions for uploading to Turnitin](#) are available on the [course web site](#).

Please note:

- Creativity (within limits of good taste) is strongly encouraged!
- All assignments must be your own work. Although it is acceptable to have other people proof-read and comment on your papers, copying other people’s work or other forms of academic dishonesty will be taken very seriously. Plagiarism may result in very serious sanctions from the University and the issuance of a failing grade in this course. **If more than three consecutive words are used from a source, these words must be put in quotation marks.**
- You should consider any ethical implications of your ideas and analyses.

- The assignments are intended to be fun and to “tap” your ability to apply marketing ideas to managerial situations. Therefore, there is often great latitude in the exact outcome of your assignment. The most important thing to ask yourself is, “Would this kind of analysis be valuable to a manager paying me as a consultant?”
- Real marketing problems rarely if ever have clear, precise, and objective numerical answers. Thus, it would not be useful to give you “cookie cutter” assignments. There will be some subjectivity in the grading of assignments, but the grading will be more objective than evaluations you will receive at work and your feedback will be much more precise than what you can expect in the industry setting.

**ATTENDANCE, PARTICIPATION, PROFESSIONALISM, AND IN-CLASS ASSIGNMENTS.** During most discussion sessions, one or more in-class assignments will be given out. Those who attend and complete these will usually receive credit for attending. To be eligible for points for in-class assignments, you must arrive on time and stay for the duration of the class. It is assumed that up to three class sessions may be missed entirely or in part for legitimate reasons. Arriving “just a few minutes” late or being in the restroom when the assignment is given counts as not being present. Late arrivals are inconsiderate to the rest of the class and very disruptive. An allowance of three missed sessions is generous enough to accommodate unusual situations. If classes beyond that number are missed for legitimate reasons, a make-up assignment may, under some circumstances, be done to receive credit for the day as discussed in [Appendix B](#). Missing more than half of the in-class assignments without approved substitute assignments will result in a failing grade for the entire course.

**RESEARCH PARTICIPATION.** You will be asked to participate as a respondent in two research studies sponsored by Marketing Department faculty. This is a requirement of the Marketing Department and is beyond the control of the instructor. The Coordinator of the Research Participation Program for the Department of Marketing is Dr. Kristin Diehl ([kdiehl@usc.edu](mailto:kdiehl@usc.edu)).

- Each market research session will not last more than 50 minutes.
- Different studies covering different marketing topics will occur throughout the semester. Students may select the session that fits their schedule.
- Available times and dates will be announced in class and/or via e-mail.
- Sign-up procedures will be explained in class.

Individuals who do not wish, for philosophical reasons, to participate in research or are not eligible to participate may complete a substitute assignment for each of the two experiments. Please see [Appendix C](#) for details.

## POLICIES

1. **The use of computers and cell phones is not permitted at any time during lecture sessions. During discussion sessions, computers may only be used for in-class projects whose instructions expressly authorize the use of computers.** Violations of this policy will result in severe consequences. Please keep in mind that penalties must be severe enough to deter wrongdoing even when only a fraction of offenders are actually caught. A first time offense may result in the loss of up to 100 points of the 600 possible for the course. A second violation will result in a failing grade for the course. Violators may face additional sanctions from the Office of Student Judicial Affairs.
2. Classes should be missed only under truly compelling circumstances. Please see instructions in [Appendix B](#) for making up classes missed for compelling reasons. Missing an excessive number of classes may result in failing the course. Failure to attend classes regularly is considered both a moral failure and a failure to perform.
3. Extensions on assignments may be granted under compelling individual circumstances. You must petition the instructor as soon as possible after finding out the circumstances that you believe to justify an extension. The appropriate online form on the course web site should be used. **E-mail petitions omitting information requested on the online form are *not* acceptable.** An actual office hour visit may be required to discuss the circumstances involved. Unless an explicit waiver is obtained in advance, *extensions are expressly contingent on continuous attendance between the original due date and the extended deadline.*
4. Makeup examinations require serious and compelling reasons and appropriate documentation. If at all possible, makeup examinations should be requested and arranged at least two weeks in advance. The appropriate online form on the course web site should be used. **E-mail petitions omitting information requested on the online form are *not* acceptable.** An actual office hour visit may be required to discuss the circumstances involved. Please note that the university has very stringent regulations about makeup final examinations. In general, makeup final examinations are permitted only (a) if the regularly scheduled final examination time and date would conflict with the observation of a religious holiday, (b) under cases of severe illness, or (c) if an individual has three or more final examinations scheduled on the same day. Requests for makeup final examinations based on religious holidays or for students having three or final examinations on the same day should be made no later than December 1.
5. University regulations on academic integrity are in effect. All work submitted must be your own. **In writing papers, if you take any more than three consecutive words from any source—even if placed in footnotes or in tables—these must be put in quotes.** Even if you do not quote directly, you must still give credit, by way of a citation, to any author's ideas you use. The university provides serious sanctions for plagiarism. It is my policy to assign a failing grade for the course to any individual found to have engaged in plagiarism. Please see [http://www.usc.edu/student-affairs/SJACS/pages/students/academic\\_integrity.html](http://www.usc.edu/student-affairs/SJACS/pages/students/academic_integrity.html).
6. Section 11.31 of the [Student Conduct Code](#) prohibits “Dishonesty, such as furnishing false information to any university official, faculty member or office.” It is my policy to assign a failing grade for the course for such violations.
7. Students are responsible for having a correct e-mail address on record with the instructor.
8. Individuals who wish to claim as an excuse that “the dog ate [their] homework” must furnish proof of ownership of a dog of sufficient size to be plausibly able to consume an assignment of the size in question.

## A PERSONAL NOTE

I have a mild case of Asperger's Syndrome, a neurological condition that in effect involves a "trade," albeit involuntary, of certain abilities for others. My symptoms are modest but frequently noticeable—the most significant ones involve difficulty in maintaining effective eye contact (I am often perceived as "staring"), impaired transmission and interpretation of non-verbal communication, excessive sensitivity to noise and other stimuli, poorly controlled body movements, limited spatial ability, and extreme difficulty in "learning" faces. Please understand that my mannerisms are not an indication of lack of interest or regard, that it may take me several weeks to learn your name even if I have a photograph of you available, and that I may need several extra moments to recognize you if we run into each other outside class.

## Appendix A GRADING ISSUES

**University Grading Standards.** The *USC Catalogue 2010-2011* (p. 34) states:

The following grades are used: A - excellent; B - good; C - fair in undergraduate courses and minimum passing in courses for graduate credit; D - minimum passing in undergraduate courses; F - failed. In addition, plus and minus grades may be used, with the exceptions of A plus, F plus and F minus.

Please note that "excellent" refers to a standard greater than merely "good." "Good" is better than merely "fair."

**Marshall School of Business norms.** Officially, the Marshall School of Business no longer maintains an express average grade mandate for undergraduate courses. However, faculty are expected to vigorously differentiate between various levels of performance. The reality is that although standards within the School are high, there is considerable variation in the performance of students. Thus, it is not realistic for the majority of students to expect to receive the top grades.

Over the last decade, the quality of students admitted to USC and the Marshall School of Business has improved dramatically. Although this higher quality of students should be considered to some extent in grading, the caliber of current Marshall students also means that meeting minimum standards for passage, let alone excelling relative to the norm, is a considerable accomplishment. Although it is intended that students should be appropriately rewarded for the quality of work produced, it is *not* intended that the course should be easy to pass. Individuals who perform poorly on exams, fail to produce papers and assignments of sufficient quality, or miss a significant number of classes should *not* expect to pass the course. Grades of A and A- intended only for students who do *very* high quality work. High quality work is expected for grades of B+, B, and B-. Acceptable work is expected for C grades. Although a passing grade, D represents substandard work, the intense competition within the Marshall School of Business means that some students will receive this grade, whether because of insufficient work ethic, inadequate academic preparation for this level of course work, or special difficulty with a particular subject. It is hoped that all students who work diligently will pass the course. However, students who fail to meet minimum standards cannot reasonably expect to receive credit for completing the course.

**Course grades.** Grades for this course will be assigned based on the total number of points accumulated by each individual throughout the term. **Only when all scores are available will it be possible to meaningfully determine grade cutoffs.** Letter grades are not assigned to specific numerical scores on papers, exams, and other material. Attempting to average letter grades on individual assignments and exams will *not* give the same result as that obtained from grades assigned based on total point accumulated for two reasons:

1. *Non-proportionality of the continuous percentage scale and the discrete four point letter grade scale.* Note both (a) the sharp breaking points between two grades—e.g., C+ and B- and (b) the difference magnitudes. For example, on a traditional straight scale, there is only a 20 absolute percentage point difference between a C and an A (e.g., 95% and 75%), but the 4.0 grade point weight is 200% of the 2.0 weight.
2. *Regression toward the mean.* On any given project or exam, an individual's score is likely to result in part from both (a) typical performance level (which may result from study habits, aptitude, or other variables) and (b) situational factors (e.g., having a good or bad day; "luck of the draw" in the selection of questions). Therefore, in a grading environment with a mean score of 3.0, it is much more impressive to receive an A- twice in a row than it is to receive this once; and much more unimpressive to receive a D twice in a row. The result of two consecutive Ds, for example, may translate more into a cumulative effect of D- or F. Grades based on total points are more "diversified," and thus random fluctuations are likely to play a smaller role.

It is my anticipation to assign grades that, as closely as possible, reflect a "straight" scale. Some curving may be done if exam scores or points as a whole for the entire class are either exceptionally high or exceptionally low.

**Philosophical issues.** Some people have referred to having "points taken off." This is *not* a meaningful way to view grades. Papers are *not* presumed to be perfect, with points being "deducted" for "deficiencies." Rather, grades are based on the overall impression of the work. It is not just a question how many "flaws" exist in the paper, but rather, how much *quality* overall exists. Receiving a perfect score on anything—and especially receiving such scores repeatedly—takes a nearly superhuman person.

It should also be noted that, although for the population as a whole, there is likely to be a pronounced correlation between the amount of effort put into work and the final outcome, **effort does *not* guarantee outcome.** "Working hard" on an assignment—or in the class as a whole—does *not* guarantee a high grade. The amount work put into a class or a project cannot be used as a legitimate rationale for the assignment of a higher grade.

**Grade changes.** Once course grades have been submitted to the Registrar's office, **it is generally *not* possible for the instructor to change a grade except if an outright mistake has been made in recording, transcription, or computation.** As stated in the *USC Catalogue 2010-2011*:

A grade once reported to the Office of Academic Records and Registrar may not be changed except by request of the faculty member to the Committee on Academic Policies and Procedures on a Correction of Grade form. *Changes should be requested only on the basis of an actual error in assigning the original grade, not on the basis of a request by the student or special consideration for an individual student. Students are not permitted to complete course work after the semester has ended.* [Emphasis added].

This means, for example, that it is generally *not* possible to change a grade even if it is concluded, in retrospect, that different cut-off between letter grades might be more reasonable or that a paper deserved a slightly higher score.

Please see

[http://www.usc.edu/dept/publications/cat2010/private/pdf/2010\\_2011/Academic\\_Policies.pdf](http://www.usc.edu/dept/publications/cat2010/private/pdf/2010_2011/Academic_Policies.pdf)  
and <http://www.usc.edu/dept/ARR/private/forms/Gradebook.pdf> .

With a class this large, many people will be close to the boundary of letter grade cutoffs. During the past three semesters, several people were only one point away from a respective higher grade. (Many people, of course, were also “just one point” away from a lower grade.) It was simply not possible to make cutoffs that had wider distances under the circumstances.

Please show the decency and professionalism not to request grade changes that are not consistent with University guidelines.

## Appendix B MAKING UP CLASSES MISSED FOR LEGITIMATE REASONS

In general, each individual can miss up to three discussion sessions—or parts thereof—without direct loss of credit. Please note that you must attend a session in its entirety to be eligible for credit for an in-class assignment. **Being “only a few minutes” late or leaving early counts as missing the class session.** Arriving late or leaving early is disruptive and inconsiderate to the rest of the class.

If more than three in-class assignments are missed for legitimate reasons, an assignment can be completed to make up for each excess absence in whole or in part. Absences that result from sloth, unwholesome lifestyle choices (e.g., alcohol intoxication or lingering effects thereof), incarceration, or other manifestations of moral depravity are generally not eligible for make-up.

**Note that the assignment provided must be of a sufficient quality to justify credit for the day. Papers of inadequate quality may receive no credit or credit for a fraction of the day, depending on the quality.** This is not intended to be an easy assignment that can be completed quickly.

Makeup papers should generally be turned in no later than one week after the missed class meeting in question unless a waiver for compelling reasons is obtained in advance.

### INSTRUCTIONS

1. Please fill out the online petition under the “Administrative” section of the course web site at <http://www.buad307.com/admin.html> .
2. Please read
  - a) The textbook chapter(s) relevant to topic(s) covered on the day in question and
  - b) At least three articles from trade or business publications that are relevant to the implications of the topics for a firm of your choice. These articles must come from legitimate periodicals—web sites are generally not acceptable.

3. Please write and upload to [Turnitin](#) through Blackboard:
  - a) A brief description of the reason for the missing the class session.
  - b) A paper—usually ranging from 4-6 pages double spaced pages—discussing implications of the textbook chapter(s) and articles you have read for the firm you have chosen. You must cite each article and the textbook at least once.

### Appendix C

## ALTERNATIVE ASSIGNMENTS IN PLACE OF RESEARCH PARTICIPATION

The Marketing Department has mandated that participation in two research studies must be part of the requirements for this course. The philosophy is that there is some educational value in getting a feeling for what marketing experiments are like and, further, that since marketing knowledge is heavily based on research, those who study marketing will be asked to help "give back" to the discipline and future students by helping expand this knowledge. Details on this requirement and participating instructions will be posted by the end of the third week of the semester at

<http://www.buad307.com/PDF/ResearchParticipation.pdf>. The guidelines provide that those who object to participate in the research, or are not eligible, may complete substitute assignments to attempt to obtain the points available. If you would like to take this route, you may, for EACH of these two experiment requirements, complete a paper similar to the assignments to make up for classes missed in excess of two as discussed in Appendix B. You may choose freely from any topics covered in the course at any time. Your options, then, are to:

1. Participate in two experiments;
2. Write two papers; or
3. Participate in one experiment *and* write one paper.

Please note that full credit for papers is contingent on quality and is not guaranteed. Those electing to write one or two papers should turn these in no later than November 15.

### Appendix D

## PROJECT GUIDELINES

For your project, you will be asked to complete a project proposal, and one Applications Paper on one of three options on the potential for introducing one of the following:

- A new product or service not currently in existence;
- An existing product or service that has potential to be targeted to a segment or type of consumers that currently does not use the product;
- An existing product or service that could achieve significant additional sales if distributed through a new channel; or
- An existing product that is sold in one or more countries and can be introduced in another specific country where it is currently not widely used

**A new product or service not currently in existence—e.g.,**

- *A traffic decision support system* that tells drivers when it is safe to switch lanes and make other changes in dense traffic.

- *Secular values training and leadership programs for children of busy parents not involved in organized religion.* Many church groups and religious organizations such as the Boy Scouts provide values training for children. However, many parents who are not actively involved in religious groups might be uncomfortable with this. At same time, such parents may face time pressures that make it difficult for them to devote as much time as they would like to working with their children to develop good values. This type of program could involve fun activities, making it popular to children, which may make the participants more receptive to the message provided.
- *Discipline consulting services.* Many parents today have limited time to discipline their children and also feel uncomfortable making the children feel bad. They may view certain disciplinary practices as being outdated, but yet not know of clear alternatives and the likely consequences of different choices. A consultant may help parents set up a discipline program that weights the parents' values while adding in the experience that can be related by the consultant. An alternative would be a program to train "certified discipline consultants" who would then provide the services.
- *Carry-on suitcase with notebook computer tray.* In most airport lounges, there are seats but few if any tables in the flight boarding areas. It would therefore be handy for many travelers to have a tray on their carryon suitcases that could be pulled out when the suitcase was standing up, serving as a small table for the computer.

**An existing product or service that has potential to be targeted to a segment or type of consumers that currently does not use the product (or has very low usage rates)—e.g.,**

- *Video games marketed to senior citizens* (who want to preserve mental agility and/or play with their grandchildren)
- *Ergonomic clip-on earrings for toddler girls.* In recent years, technological advances has made it possible to create non-pierced earrings that are relatively comfortable to wear. These are currently quite expensive and are being bought mostly by professional adult women. At the same time, many girls today are having their ears pierced at an increasingly early age. Creating a comfortable alternative may allow the girls to hold off having their ears pierced until they can make a personal informed decision.
- *Noise cancelling headphones for children vulnerable to distraction.* Many children (and adults) suffering from attention deficit-hyperactivity disorder (ADHD) and related conditions are very vulnerable to distractions in the environment. Currently, Bose makes some very high end noise cancelling headphones that are typically used by high income professionals and executives during travel. Many families may not be able to afford the current price of several hundred dollars, depending on the model. However, if the marginal (variable) cost of producing additional units, once the product has been developed, is relatively low, it may be possible to create a cheaper version for children. Making this set bright pink or orange would discourage the original segment from choosing this cheaper version.

The product may need to be modified (e.g., senior citizens may not like violent or explicit video games).

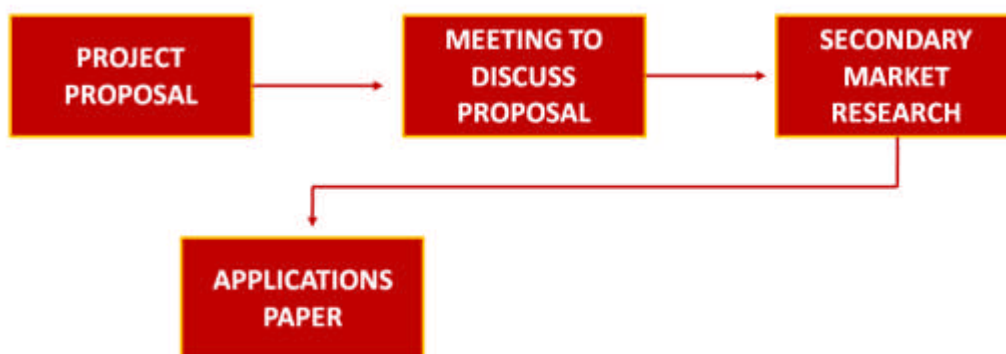
**An existing product or service that could achieve significant additional sales if distributed through a new channel.** This channel must be realistically available—i.e., retailers, wholesalers, and other intermediaries must want to carry it—e.g.,

- *Mobile manicurists* who show up at a customer's home or work site;
- *Financial planning programs sold through churches, synagogues, or mosques.* Many individuals fail to plan and save adequately for retirement and large expenses such as their children's college expenses. Some people may not trust any financial advisors and others do not get around to seeking one out. However, an advisor screened by the religious organization is likely to be more credible. If appropriate, issues of financial planning, as they relate to the religion, could be discussed during services to increase motivation to seek out appropriate services.
- *Groceries being delivered to car pool or van pool departure sites.* Many consumers with long commutes have difficulty finding the time and energy to go grocery shopping. There are services that deliver groceries to people's homes, but this is difficult when the consumer is not home during the day time, especially when perishable products are being involved. Some communities provide parking lots where people drive locally, park, and join a car or van pool. Orders could be taken in the morning for delivery at that same location in the evening. For car or van pools that pick and drop off passengers directly at their homes, a brief stop could be made at a pick-up site.
- *Native American crafts sold through catalog as fundraisers for organizations whose members distribute the catalogs and take orders.* Many Native American crafts are produced on reservations that are often far from densely populated areas. Different tribes or groups in different regions are also likely to produce products of different styles. By offering a catalog that featured a large number of different products from different regions, consumer choice would be greatly increased. Various organizations that seek to raise revenue and participate in socially responsible activities at the same time may find this type of arrangement attractive.

**An existing product that is sold in one or more countries and can be introduced in another specific country where it is currently not widely used—e.g.,**

- *Fortune cookies, which are actually generally not used in Mainland China.* These might be positioned as a cool "Western" product.

PROJECT COMPONENTS		
Component	Description	Due date
Scheduling of office visit	This visit should be scheduled online through the link on the “Projects” page of the course web site.	9/06
Proposal	An <a href="#">electronic form</a> will guide you through a description of your proposed venture, the value intended for customers, and a number of practical and logistical issues.	9/20
Office visit	During your scheduled appointment, your proposal will be discussed. You will be asked questions and will receive comments.	5 <sup>th</sup> through 7 <sup>th</sup> weeks
Applications paper	A paper which applies selected course ideas to the proposed venture	10/25



The applications paper should not exceed ten double spaced pages in length. Although quality is more important than quantity, it is expected that typical applications papers will run from 7-9 double spaced pages. **Conciseness and the use of bullet points, when appropriate, are highly encouraged.**

The library database resource list and the applications paper should start with a brief statement—no more than five lines—reminding the reader of the proposal. For example:

**PROPOSAL:** SeniorVideo would offer video games for senior citizens who wish to maintain their mental and sensory motor agility.

**IMPORTANT NOTE:** A “cut and paste” job that involves a large proportion of directly quoted material raises serious questions of whether the writer really knows and understands the material. Therefore, you should paraphrase—that is, put the information from a source in your own words rather than quoting directly—whenever possible. **No applications paper containing more than 15% directly quoted material is eligible for a score of 70% or higher. No paper with more than 20% quoted material**

will receive more than 50%. Any paper with more than 25% quotations will receive a score of 0. Note: Turnitin ratios of “non-original” content will be higher than the actual amount of quotations since references and certain other material are likely to be counted. Thus, you should not be alarmed at the estimate presented. Please see Appendix F for additional guidelines.

## Applications Paper:

### Option 1—Secondary Market Research

Based on the sources that you identified for the Library Database Resource List assignment and/or other books and articles you have identified since, please discuss the significant issues you see from your research. You should cite at least fifteen sources. Relevant issues will vary among ventures, but some issues that may be of interest are:

- Characteristics, resources, and potentials of direct or indirect competitors for your venture;
- The extent of dissatisfaction with the current situation or offerings among members of the target market;
- The ability and willingness of the target customers to pay for the product;
- Societal and/or other environmental changes that may favor or complicate the proposed offering; and
- Issues of technological feasibility.

Your discussion should emphasize issues of managerial importance—considerations in whether and how you might introduce this product. The [managerial implications](#) should be discussed explicitly.

### MANAGERIAL IMPLICATIONS

Managerial implications refer to the practical use of the information and/or observations made for making decisions--e.g., whether to go ahead with a venture, how much to invest, which distribution system to use, or how to allocate the firm's budget among items such as research and development, advertising and promotion, and market research. In other words, how is the information practically useful for a manager?

#### CHECKLIST:

- ✓ The paper starts with a brief reminder of the proposal description (no more than five lines).
- ✓ The research is based on legitimate books, periodicals, and other quality and objective materials. Most web sites not associated with quality periodicals are *not* acceptable.
- ✓ At least fifteen sources have been cited.

- ✓ All sources are clearly cited. A citation includes at least the author(s)' name(s), if available, the year of publication, and article title (if applicable). **A hyperlink is NOT a legitimate citation!**
- ✓ [Managerial implications](#) are highlighted.
- ✓ Reasoning for conclusions is clearly articulated.
- ✓ Any assumptions are clearly identified.
- ✓ The term "etc." (or other ambiguous terms) is *not* used.
- ✓ **Direct quotations have been minimized. Whenever possible, sources have been paraphrased.**

A draft of the evaluation form for this assignment is available on the course web site but is subject to revision.

### Option 2—Customer Analysis

**For products and services aimed primarily at consumers**, this option involves a discussion (based on reading, consumer observation, and/or interviews) of issues in consumer behavior that have implications for the success of the venture—e.g.,

- Consumer information search strategy
- Level of category involvement in the decision making process;
- Typical characteristics of the shopping occasion;
- Consumer product category knowledge;
- Social influence on product choice and/or selection;
- Means-end associations with the product;
- Consumer attitudes toward the product category and/or brands involved (reminder: attitudes have three specific components);
- Family member influences and roles; and
- Situational influences relevant to the product category, target market, and distribution channel.

**For products and services aimed primarily at businesses or other organizations as end customers**, this option involves a discussion (based on reading, consumer observation, and/or interviews) of issues in organizational decision making and practices (as discussed in Chapter 6 of the text) that have implications for the success of the venture—e.g.,

- Strategic alliances
- Relationship marketing
- Demand types
- Buying practices (e.g., reciprocity)
- Types of purchases
- Buying centers
- Evaluative criteria
- Buying situations

In your discussion, you should be sure to highlight **managerial implications** of the consumer behavior or organizational buying issues that you raise. You may want to discuss ethical issues—e.g., consumer decision making approaches for certain low involvement products that make them vulnerable to deceptive or confusing marketing claims.

You should cite at least three secondary sources.

If you perform primary research (e.g., interviews or surveys), you should clearly state your procedure and the sample size involved.

#### CHECKLIST:

- ✓ The paper starts with a brief reminder of the proposal description (no more than five lines).
- ✓ The analysis emphasizes **managerial implications** of your reading.
- ✓ Any assumptions are identified.
- ✓ At least three sources have been cited.
- ✓ Any primary research performed is clearly documented.
- ✓ The term “etc.” (or other ambiguous terms) is *not* used.
- ✓ Direct quotations have been minimized. Whenever possible, sources have been paraphrased.

A draft of the evaluation form for this assignment is available on the course web site but is subject to revision.

## Appendix E QUALITY OF SOURCES USED IN RESEARCH

### Sources That Are Likely to Be of Higher Quality:

- **Books**
- **Periodicals**—can be found through library databases such as Lexis-Nexis and ABI/Inform
  - **General news** (Note: These sources are sometimes available online and it is fine to use any online version).
    - **Newspapers**—e.g., *Los Angeles Times*, *Wall Street Journal*, *Financial Times*
    - **Magazines**
      - **Business oriented**—e.g., *Business Week*, *Fortune*, *Forbes*, *American Demographics*.
      - **General**—e.g., *Newsweek*, *Time*, *Economist*
      - **Specialty magazines**—if appropriate and relevant—e.g., *PC Magazine*
    - **Trade publications**—e.g., *Air Cargo World*, *Ice Cream Reporter*
- **Reference Directories**—e.g., *Best Customers*
- **Government publications**—e.g., *Statistical Abstracts of the United States*
- **Selected web sites from credible sources:** U.S. Government, United Nations, World Bank. (Note: Most other web sites are not appropriate).

## A NOTE ON WIKIPEDIA

Studies seem to suggest that Wikipedia tends to be about as accurate as established commercial print encyclopedias. It is, however, a source that is intended primarily to provide general information. You can use Wikipedia as *one* source (even if you consult different entries within Wikipedia). However, this source should at most account for a small percentage (e.g., 5%) of your total citations.

### Sources That Are Likely to Be of Low Quality and/or to Be “Suspect” in Some Way:

- **Most web sites:**
  - **Private sites.** The person who wrote this may not be qualified to discuss this issue, may have done a sloppy job, or may have a special interest. This includes sites hosted on “.edu” domains unless the writer is clearly identified as a professor or researcher. If the source is credible this way, you must identify this fact in the citation.
  - **Company sites.** These are glorified advertisements for the firm and are intended to make the firm look good. Accuracy may be less important to the firm than coming across well!
  - **Trade group sites.** These are supposed to make the industry look good. See above!
  - **Foreign government sites.** Many of these are intended to make the country look good. Some countries do not have the resources to collect accurate information. Much of the information contained may represent wishful thinking rather than reality. In some countries, some of the “information” may also be compiled by “volunteers” from firms that have a vested interest in promoting a certain view of reality.
  - **Political, social, or organizational sites.** Sites run by religious groups, social or ethnic groups, political groups, or other groups that exist to promote one kind of viewpoint, policy, or “truth” cannot be taken at face value.
- **Company advertisements and annual reports.** Selected objective and audited information may be useful, but management opinions and claims are suspect.
- **Trade group brochures.** Again, the publisher has an agenda!

Yes, it is easier to try to find things through search engines such as Google rather than consulting a reputable source. It is also easier to guess! Neither approach is acceptable.

## FACTS ARE LITERALLY A DIME A DOZEN!

You can buy an almanac with more than 2,400 facts  
for less than \$10.00.

**What counts is identifying relevant  
facts and their implications.**

## Appendix F: NOTES ON QUOTATIONS, PARAPHRASING, AND CITATIONS

**Quotations and paraphrasing.** Generally, it is better to *paraphrase* statements made in articles and other documents. A direct quote of more than a few words should ordinarily be used only under exceptional circumstances—e.g., when it is exceptionally succinct, insightfully phrased, ironic, otherwise forceful, or revealing, as appropriate, of a significant player’s personality, predisposition, or strategy.

Note that occasionally using just a few judiciously selected words from a quote may add a nice flavor. For example:

John Smith, lead petrochemicals analyst at Arthur Anderson & Co., remarked that it is “quite unlikely” that Nigeria will be able provide a “sufficiently dependable” supply of benzene for major industrial customers.

Frequently, direct quotes tend to be longer than a good paraphrase, and the reader will not be spending time thinking about what kind of point the direct quote was intended to make.

If you do decide to use a quote, it must be *introduced* in some way—e.g.,

According to Jack Intrascopolus, a leading authority on “hiphopponomics” (the economics of hip hop music), “The prospects for hip hop music in the Middle East, at the moment, appear to be...”

**Citations.** In all papers, you must cite your sources in the body of the text and provide a complete bibliography at the end of the paper. You must cite a source when you use information from it even if you do not quote directly. For example:

It appears that hip hop music has so far met success in North America, Western Europe, and certain more affluent Asian countries, with penetration in Latin America and the Middle East so far being more limited. (Intrascopolus, 2010).

(The author’s last name and the year of publication are put in parentheses at the end of the sentence). The source should be listed completely (author, title, publication, date, and, if available, page numbers) at the end of the paper. E.g.,

Interscopolus, James Q. (2009), “Rapping Against a Cultural Wall,” *International Journal of Hiphoppology*, 4(2), 423-450.



**Appendix G:  
INDICATORS OF SUPERFICIALITY:  
AVOIDING HYPERBOLE, CLICHES, AMBIGUITY,  
AND EMPTY “BUZZ WORDS”**

The following are examples of statements made in cases that will tend to prejudice an educated and thoughtful reader against the writer.

**MEANINGLESS AMBIGUITY**

- “StarMedia should focus on the community it offers, which Latin Americans seem to be demanding, to maintain their early mover advantage.”
- “... StarMedia needs to, nonetheless, persevere and to establish itself as a leader in developing and tailoring the market to appeal to Spanish speakers. However, the company must be careful to steer clear of stereotyping and must always be educated and ware of the complexities and the uniqueness of the region.”

**HYPERBOLE**—general statements that at best represent exaggerations and ambiguity—e.g.,

- “[StarMedia] need only continue the following programs for prosperity in the future.” [First of all, unless the “programs” in question have been specified very precisely, the statement is not meaningful. Secondly, the term “prosperity” is not a business term and is overly vague. Thirdly, there is authority or compelling reasoning to suggest that the programs will continue to work in the future.]
- “Having all these partnerships make it difficult for StarMedia to lose overall market share...” [In truth, losing market share (unlike body weight!) is very easy. A more meaningful statement might be that these partnerships might “help ameliorate threats to market share.”]
- “Everyone has been trying to get a piece of the Spanish-speaking Internet market.”

**CLICHES**—“over-worn” phrases or “dime-store philosophy”—e.g.,

- “... has grown by leaps and bounds.”
- “Time will only tell what will become of StarMedia....”

**EMPTY “BUZZ WORDS”**—fancy terms mean very little when it is not demonstrated that the writer fully understands what they mean and how they apply in the respective context—e.g.,

- “Here are three factors that would allow StarMedia to succeed:
  - “Leveraging technological capabilities. [There is no indication that the writer has thought of how the term applies here—but it sounds fancy and profound!]
  - “Forging corporate partnerships early on. [When exactly should these happen? The firm has been in operation for some time now—is it too early, too late, or about time now? What kinds of partnerships should be forged?]
  - Collaborating with customers.” [How?]
- “StarMedia should compete in Latin America and the U.S. by being aggressive and leveraging its brand names, advertisers, and strategic partners.” [Easier said than done! Some relatively specific suggestions are needed for this mouthful to have any value.]

**STATEMENTS WITHOUT ARTICULATED OR ADEQUATELY IMPLIED LOGIC** [Note: Some of these conclusions might have had merit if supporting evidence or reasoning were to follow immediately after their assertions.]—e.g.,

- “[StarMedia] is the leading Internet site in Latin America, with many dependent customers, so it will continue to grow.”
- “[StarMedia] has developed seven different versions ad... This is why StarMedia has survived and why it has been so popular, and why it will continue to be.”
- “One way for StarMedia to generate more revenues is to advertise more.”
- “With a low stock price, but with strong future annual reports, more investors will begin to invest.” [What is a “strong annual report” and how do we know that these will occur in the future?]

**OVERLY GENERAL OBSERVATIONS—e.g.,**

- “[It] would be more advantageous for Maytag to pursue entry into the Japanese market in conjunction with enterprises that are well entrenched in the market and can bring considerable knowledge and experience to the partnership. Simply, these partnerships should share complementary strengths in business, brands, and products.”



**Appendix H  
USING TURNITIN  
TO SUBMIT ASSIGNMENTS**

The project proposal, applications paper, and any makeup assignments should be uploaded to the Turnitin feature of Blackboard.

To upload a document to Turnitin:


1. Enter Blackboard at <http://blackboard.usc.edu> .
2. Select this course from the courses listed on “My USC.”
3. Go to the "Assignments" section.
4. Select the assignment in question (i.e., proposal, applications paper, makeup assignment).
5. Specify the title of the document uploaded (e.g., “Applications Paper—Identity Wiper”) and select the file to be uploaded.

submit paper: by file upload (step 1 of 2)

choose a paper submission method:

single file upload

submission title \*




Requirements for single file upload:


- File must be less than 20 MB
- File Types allowed: MS Word, WordPerfect, PostScript, PDF, HTML, RTF and plain text.

If your file exceeds 20 MB, [read suggestions](#) to meet requirements

browse for the file to upload \*

[cancel](#) [go back](#)



6. Click on "Upload."

7. You may see your paper in a distorted format displayed at this time. This is fine since I read the original word processing file rather than what is being displayed. **Please DO NOT e-mail another copy of the paper!**

8. On the next screen, please be sure to click the icon to verify the upload by clicking on the "Submit" button.

submit paper: Step 2 of 2


Author Penny Profit

Title Applications Paper


**PLEASE DO NOT WORRY IF THE FORMATTING IS DISTORTED. IT WILL SHOW UP CORRECTLY WHEN THE DOCUMENT IS RETRIEVED. PLEASE DO NOT E-MAIL A COPY OF THE PAPER TO BE "SAFE."**

Preview Paper

BUAD 307  
 October 9, 2006  
 APPLICATIONS PAPER  
 OPTION #1  
 THE IDENTITY WIPER:  
 SECONDARY MARKET RESEARCH  
 PROPOSAL: The Identity Wiper would consist of software that would change personal information—such as the names of a child and family member, birthdays, city of residence, phone numbers, and e-mail addresses—to bogus values in order to prevent children from giving out information that might be abused by online predators or others who might abuse this information.



[return to upload page](#)



9. If you do not receive an e-mail receipt from Blackboard within twenty-four hours, please notify me so that I can check that the assignment was uploaded.

The Provost's office has asked that the following statement be sent to students in courses where Turnitin is used:

"USC is committed to the general principles of academic honesty that include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. By taking this course, students are expected to understand and abide by these principles. All submitted work for this course may be subject to an originality review as performed by Turnitin technologies (<http://www.turnitin.com>) to find textual similarities with other Internet content or previously submitted student work. Students of this course retain the copyright of their own original work, and Turnitin is not permitted to use student-submitted work for any other purpose than (a) performing an originality review of the work, and (b) including that work in the database against which it checks other student-submitted work."

### Appendix I: GRADING OF CLASS PARTICIPATION

During most discussion sections starting in the third or fourth weeks of class, it will be possible to earn "participation incidents" for constructive participation in discussion. These incidents are *not* "points" per se.

For each acceptable instance of participation, an "incident" will generally be awarded. Truly exceptional instances may be rewarded with up to four incidents. A maximum of five incidents may be earned per discussion session. No points will be given for participation during lecture sessions. To receive your incidents, you must display the "participation ID" sign that will be distributed during the third or fourth weeks of class. **Ten incidents will be deducted for each instance of unconstructive participation** (e.g., repeating what has already been said or apparent bad faith at participation with poor quality). There is no limit to the number of incidents that may be deducted during any class meeting.

It is anticipated that the class participation score will be computed as follows:

1. Individuals who miss no more than five in-class assignments will start out with a "baseline" score of 43/60.
2. Credit for participation incidents is added. Last semester, the formula was one half the number of discussion sections with any participation incidents plus the square root of the total number of participation incidents accumulated for the term. This formula is intended to recognize regular participation more than numerous incidents "bunched" on one day. Modifications may be made to the formula this term.
3. An adjustment for quality—positive or negative—may be made for certain individuals.
4. Adjustments for other factors—such as grossly frivolous e-mails and/or other unprofessional behavior—may be made for certain individuals.
5. For individuals who missed more than three in-class assignments without appropriate makeup assignments will have twenty points deducted for each assignment missed in excess of three. For example, an individual who misses seven assignments will have

$(7-3) * 20 = 4 * 20 = 80$  points deducted. This may result in a negative score for class participation overall.

- Total points will be capped at a maximum of the full 60/60.

Individuals who are severely uncomfortable participating in class discussions may perform a substitute assignment for as many discussion sections as desired. Please:

- Find a legitimate article from a newspaper, magazine, or trade journal on the topic scheduled for the discussion session in question in a legitimate periodical. This may be accessed online, but an ordinary web site does NOT qualify.
- Discuss what the article says (no more than one page).
- Discuss the implications of what is being said for a firm of your choice. This discussion should not exceed 1.5 pages.

Any “discussion substitute” assignments must be turned in “hard” copy *before* the beginning of the discussion session in question. You must be present for the entire discussion section in question to receive participation incident points.

### Appendix J: Appendix K E-MAIL POLICY

Under some circumstances, e-mail is an efficient and effective way to communicate. Many students use this tool in a responsible and professional manner, but each semester, a significant number of individuals send a large number of frivolous or otherwise inappropriate messages. The following is intended to clarify acceptable use of e-mail to communicate about issues related to this course.

**E-mail should not be used as a general substitute for office hour visits.** Answers to some inquiries—often only a few lines long—would require half a page or more of writing by the professor. Sending such inquiries is inconsiderate not just to faculty but also to other students who count on professors to spend their time moving the class along. In general, an e-mail to a professor that would require a response of more than four or five lines is inappropriate. For those who cannot make it to my office hours, I am willing to schedule appointments at other times. I am also willing to hold conversations over Skype.

Although this list is not exhaustive, the following are *not* legitimate uses of e-mail:

- **Messages of any kind that would require lengthy replies.**
- **Inquiries about substantive material.** If you need clarification, please come to office hours.
- **Requests for comments on assignment drafts.** If you would like to discuss an assignment before turning it in, please bring a *hard copy* to office hours. (It is not fair to ask the professor to read off a notebook computer screen).
- **Questions whose answer can be found in the syllabus and/or on the course web site.**
- **“Confirmation” of announcements and syllabus information.**
- **Questions about grading.** Please come to office hours!
- **Questions about actual or sample exam questions and answers.** These should be discussed during office hours. (This also includes questions about class performance)

mean class scores and variability. Such information will generally be provided when available and reasonably settled.)

**Before sending an e-mail, please check if the information you are looking for can be found in the syllabus or on the course web site in areas such as the “FAQ” section.**

The research participation requirement for this course is imposed by the Department of Marketing and is completely beyond my control. I do not have information on which studies are being offered and any other logistical issues. If you cannot find the information you need on the Experimentrak web site (<http://marshall-mkt.sona-systems.com>), please e-mail [mordept@marshall.usc.edu](mailto:mordept@marshall.usc.edu) or Dr. Kristin Diehl ([kdiehl@usc.edu](mailto:kdiehl@usc.edu)), Marketing Department Coordinator of the Research Participation Program.

Thank you for your help in this matter!

## Appendix K POLICY ON ATTENDANCE

Students today face a choice between traditional “residential” (i.e. campus and classroom based) and online college programs. Although online programs introduce a certain degree of efficiency, these are often not well regarded by potential employers and accrediting organizations. Even the best student may occasionally need to miss a class session for compelling reasons. In general, however, attending a residential college program implies a commitment to show up for and actively participate in class sessions.

Students can generally miss up to three discussion sessions—or parts thereof—without the need to make up for these absences. Please note that, in fairness to others in the class, **arriving late, leaving early, or temporarily exiting the class counts as missing the class session in its entirety**, making the student ineligible for credit for any in-class assignment issued during that session.<sup>5</sup> Entering an ongoing class is disruptive and highly inconsiderate to other students. **Being late or leaving early by “just a few minutes” is as disruptive as violations that occur by greater time deficiencies.** A three class session allowance is generous enough to accommodate exceptional circumstances responsible for a delay.

If an individual needs to miss more than three discussion sessions for legitimate reasons, a makeup assignment is available as discussed in Appendix B of the syllabus. **Missing up to three classes counts the same as missing none, so there is no need to complete makeup assignments unless more than three sessions are missed.** University policy provides that, when the instructor is notified in advance, no makeup is required for an absence that results from the observance of a religious holiday. However, with this exception, makeup assignments are required for excess missed classes even if these are missed for “legitimate” reasons. The policy here is *not* that one can miss three sessions for frivolous reasons and additional ones with legitimate cause.

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<sup>5</sup> Signing in on a form to receive credit for an in-class assignment for which a student is not eligible is a serious offense and subject to severe disciplinary measures by the University. **Abetting another student in fraudulently obtaining credit is also subject to serious sanctions.**

Although **failure to attend a lecture session reflects both *moral failure* and *failure to perform***, in-class assignments given during lecture sessions will not count toward the three “missable” assignments. However, you are responsible for both substantive material covered and logistical announcements made during both lecture and discussion sessions. Although summaries of material covered in class will generally be made available, these are not guaranteed to be complete. There may also be exam questions on audio-visual experienced during class.

Please keep in mind that “Missing classes is not just iffy—it could be *Ffy!*”

It is very inconsiderate to ask the professor to repeat information disseminated during a class session missed without legitimate cause. **E-mail questions on this subject are especially inappropriate.**