



BUAD 307
MARKETING FUNDAMENTALS
Spring, 2010

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Backup course web site: <http://www.PassionForProfit.com>
Secondary backup web site: <http://www.SuperMarketingMan.com>
Blackboard: <http://blackboard.usc.edu>

OFFICE HOURS Monday, 3:00-5:00 p.m.
Tuesday, 4:00-5:00 p.m.
Wednesday, 11:00 a.m.-12:00 p.m.
and by appointment and walk-in.

“CORE” COURSE INFORMATION QUICK REFERENCE: http://www.buad307.com/core_info.html

CRITICAL COURSE DATES	
Event	Date
Signed Informed Consent Form due	1/25
Last day to schedule an appointment to meet during weeks five through seven to discuss project— see link on course web site	2/8
Project Proposal due	2/8
Library Visit Assignment due	2/22
Secondary Market Research Resource List due	3/1
International Marketing Assignment due	3/1
Midterm	3/8
Applications Paper due	3/22
Last day to turn in papers to substitute for research participation	4/19
Optional Final paper due	4/26
Final examination	5/7

CLASS TIMES/ LOCATIONS	Day	Time	Location
Lecture Session	Monday	12:00 - 1:50 p.m.	HOH Edison
Discussion Sessions:	Monday	6:00-7:50 p.m.	HOH 305
	Tuesday	8:00-9:50 a.m.	HOH 422
	Tuesday	12:00-1:50 p.m.	HOH 422
	Tuesday	2:00-3:50 p.m.	HOH 422
	Wednesday	8:00-9:50 a.m.	HOH 422

POLICY ON NOTEBOOK COMPUTERS

To reduce the distraction to other students and the disruptive impact of improperly used computers in the classroom, please observe the following:

- During the lecture session, computers are permitted only in the **northernmost bank of seats** (those on the right side of the auditorium when facing toward the stage)
- During discussion sessions, computers are allowed only in the **first three columns of seats from the right side of the classroom** when facing forward.
- **Computers may only be used for note taking and for in-class projects when these actually take place.** All e-mail reading and web surfing not *explicitly* related to an going project are strictly prohibited. Violations are subject to University disciplinary measures and severe reflection in class participation scores. If you need to use applications other than PowerPoint or a word processing program, please meet with the instructor in advance to discuss this.
- Computers must be closed when audio-visual materials are shown. That is, the angle of the screen relative to the computer must be no greater than 30 degrees.

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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: Charles W. Lamb, Joseph F. Hair, and Carl McDaniel (2010), *MKTG 3.0* (2009 Edition; 3rd Edition), Thompson South-Western, ISBN-10: 0324789289; ISBN-13: 9780324789287.

Erik Qualman (2009), *Socialnomics: How Social Media Transforms the Way We Live and Do Business*, Wiley, ISBN-10: 0470477237; ISBN-13: 978-0470477236.

TENTATIVE SCHEDULE OF EVENTS			
Week	Date	Topics	Readings
1	1/11	Course introduction	
		Discussion	
2	1/18	No class--Martin Luther King, Jr. Day	Text, ch. 1 <i>Socialnomics</i> , chs 1-2.
		Monday section: No class Tuesday/Wednesday: Marketing Overview	
3	1/25	Marketing Overview Strategy	Text, ch. 2 <i>Socialnomics</i> , chs. 3-5
		Discussion Signed Informed Consent Form due	
4	2/1	Internet Marketing and Electronic Commerce	<i>Socialnomics</i> , chs. 6-8
		Discussion Secondary Market Research Library Visit	
5	2/8	The Marketing Environment Ethics and Social Responsibility	Text, ch. 3
		Discussion Last day to schedule appointment to discuss your proposal during weeks 6 or 7 Project Proposal due (accepted until Sunday, February 14 without penalty for individuals who have attended both discussion and lecture this week).	
6	2/15	No class--Presidents' Day	
		Monday section: No class Tue: Moral Persuasion Activity—please meet in the Experiential Learning Center in the Basement of Bridge	

TENTATIVE SCHEDULE OF EVENTS

Week	Date	Topics	Readings
		Hall	
7	2/22	International Marketing	Text, ch. 4
	Discussion	Library Visit Assignment due (accepted until Sunday, February 28 without penalty for individuals who have attended both discussion and lecture this week).	
8	3/1	International Marketing	Text, ch. 5
	Discussion	Consumer Behavior Secondary Market Research Database Resource List due (accepted until Sunday, March 7 without penalty for individuals who have attended both discussion and lecture this week). International Marketing Assignment due	
9	3/8	Midterm. Please bring your USC ID card and at least two #2 pencils. Scantron® forms will be provided.	
	Discussion	Marketing Audiovisual Experience and Discussion	
	3/15	Spring recess	
10	3/22	Consumer Behavior	Text, ch. 6
	Discussion	Market Research Applications Paper due (accepted without penalty until Sunday, March 28 for individuals who have attended both discussion and lecture this week, but it is not guaranteed that those who turn in after 3/22 will receive comments before the optional Final Paper is due).	
11	3/29	Market Research	Text, chs. 7-8
	Discussion	Segmentation, Targeting, and positioning	
12	4/5	Product	Text, chs. 9-10
	Discussion		
13	4/12	Product	Text, ch. 14
	Discussion	Promotion	
14	4/19	Promotion	Text, chs. 12-13
	Discussion	Distribution	
15	4/26	Pricing Optional Final Paper Due (accepted until Sunday, May 2 without penalty for individuals who have attended both discussion and lecture this week).	Text, chs. 17-18
	Discussion		

Final: Friday, May 7, 11:00 a.m.-1:00 p.m. Location to be announced. 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 dates	Form
Midterm	120	20.00	3/8	In-class
Final	150	25.00	5/7, 11:00 a.m.-1:00 p.m.	In-class
In-class assignments , class participation, and attendance*	70	11.67	On-going in class throughout the term; not pre-announced	In-class
Project	220	36.67		
Project proposal , including scheduling and attending an office visit	50	8.33	Sign-up by February 8 Project proposal turned in by February 8 Meetings during 6 th and 7 th weeks.	Online signup for appointment; written proposal turned in to Turnitin on Blackboard; in-person meeting in ACC 306K
Project Secondary Sources and Article Review	20	3.33	3/1	E-mailed to sources@buad307.com
Applications Paper	100	16.67	3/22	Turned in to Turnitin through Blackboard
Optional Final paper or Extra Weight for Applications Paper	50	8.33	4/26	Turned in to Turnitin through Blackboard
Submission of signed informed consent statement by	10	1.67	2/1	Hard copy turned in during class
Research participation	10	1.67	Ongoing at least until the 13 th week subject to availability. You should complete at least one study during the first half of the term.	Online signup (see handout provided); location of actual experiment from signup instructions.
International Marketing Assignment	20	3.33	3/1	Turned in to Turnitin on Blackboard and hard copy handed in during class
TOTAL	600			

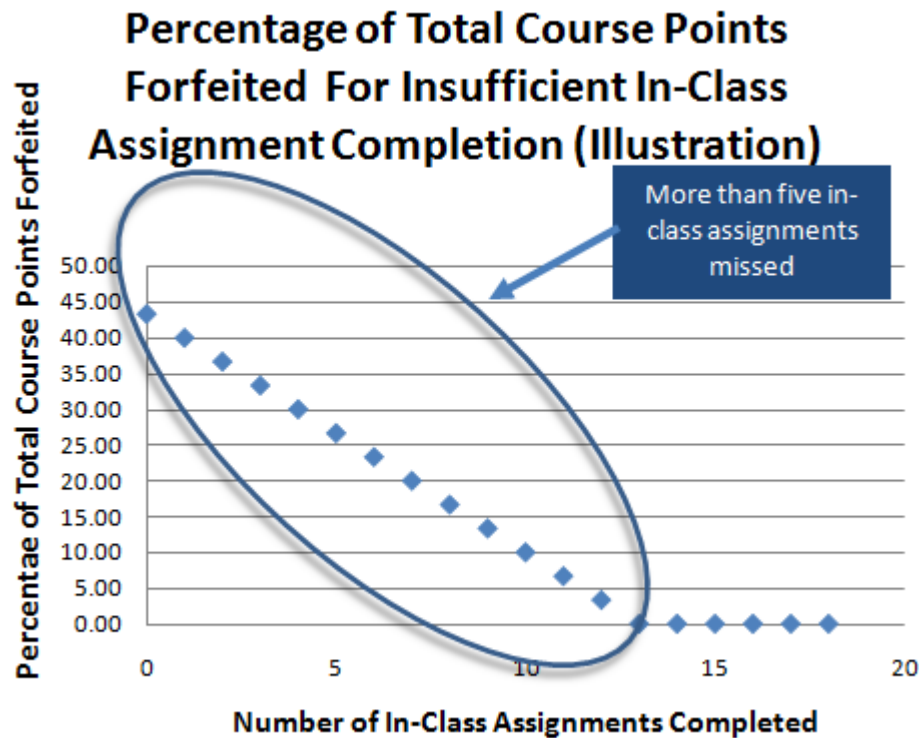
* The class participation score will become a negative number if an excessive number of classes is missed. 20 points will be deducted for each in-class assignment missed in excess of 5. To be eligible for credit for an in-class assignment, an individual must be

present for the *entire* class session. Failure to pick up exams in lecture when returned or within one week during regularly scheduled office hours will be adversely reflected.

If a class session is missed for legitimate and compelling reasons and no more than one previous assignment has been missed for non-legitimate reasons, a make-up assignment may be turned in to make up for the class session in part or in its entirety (depending on quality). Unless special arrangements have been made due to compelling circumstances, make-up assignments, along with any supporting documentation, should be turned in within one week of the missed class or by the day of the last class meeting of the semester, whichever is earlier. Please see instructions in [Appendix B](#) for making up assignments.

As an illustration of the impact of missing in-class assignments, let's consider a student who had accumulated 459 points of the possible 530 points before the class participation score is added. During the term in question, 18 in-class assignments were administered. (There may be more or fewer this semester). Based on his or her quality of class participation, this student received a baseline participation score of 53/70 points. The following represents the likely class participation scores and total course points (out of 600) obtained for various levels of in-class assignment completion:

Total In-Class Assignments Completed	Total In-Class Assignments Missed	Excess In-Class Assignments Missed	Illustrative Participation Points Received	Course Points Accumulated	% of total course points forfeited	Percentage of Possible Course Points Obtained	Likely course grade
18	0	0	53	512	0.00	85.33	B
17	1	0	53	512	0.00	85.33	B
16	2	0	53	512	0.00	85.33	B
15	3	0	53	512	0.00	85.33	B
14	4	0	53	512	0.00	85.33	B
13	5	0	53	512	0.00	85.33	B
12	6	1	33	492	3.33	82.00	B-
11	7	2	13	472	6.67	78.67	C+
10	8	3	-7	452	10.00	75.33	C
9	9	4	-27	432	13.33	72.00	C
8	10	5	-47	412	16.67	68.67	D+
7	11	6	-67	392	20.00	65.33	D
6	12	7	-87	372	23.33	62.00	D
5	13	8	-107	352	26.67	58.67	F
4	14	9	-127	332	30.00	55.33	F
3	15	10	-147	312	33.33	52.00	F
2	16	11	-167	292	36.67	48.67	F
1	17	12	-187	272	40.00	45.33	F
0	18	13	-207	252	43.33	42.00	F



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.**
 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.

COURSE COMPONENTS

MIDTERM. The midterm for the semester is scheduled for March 8. This exam will cover:

- Classroom material up to and including the unit on "International Marketing;" and
- All chapters in the *Socialnomics* book. A study guide will be provided.

The textbook may serve to reinforce material covered in class, but there will be no material from the text not also covered in class.

The midterm will consist of

- Forty multiple choice questions (80 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
- One "issue spotter" case on which you will be asked to apply course issues to the situation of a specific firm. (This is an adaptation from a common law school exam practice).

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 Friday, May 7 from 11:00 a.m.-1:00 p.m. and will consist of:

- Forty multiple choice questions (three points each for a total of 120 points);
- Three short answer questions out of which you will be asked to answer any two (10 points each for a total of 20 points); and
- One "issue spotter" case on which you will be asked to apply course issues to the situation of a specific firm.

The final will cover:

- Selected cumulative material covered in class as indicated on the study checklist that will be provided (a small portion of the total material covered);
- Classroom material from “Consumer Behavior” through “Pricing.”

The textbook may serve to reinforce material covered in class, but there will be no material from the text not also covered in class.

A sample final will be provided.

LIBRARY VISIT ASSIGNMENT: An assignment involving the use of secondary market research resources will be distributed in discussion sections during the week of February 1. This assignment—which should be completed through an online form—is due on February 22. Individual assignments will have different questions. **You *cannot* use an assignment sheet you received from a friend.** If you missed this discussion section, you should come in during office hours to be given a sheet.

INTERNATIONAL MARKETING ASSIGNMENT. A brief assignment using various secondary databases on international marketing issues. This assignment is available on the “Handouts” section of the course web site.

INFORMED CONSENT FORM: You should initial the indicated provisions and sign the informed consent form distributed in class during the first class meeting. A copy will be provided for you to keep.

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
- An optional final report that includes an executive summary, response to questions raised by the instructor on the project proposal, and a tentative assessment of the prospects for the venture based on your analysis.

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, and in up to nine lecture sessions randomly selected, 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 five 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 five 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](#). For classes missed in their entirety or in part after the fourth one, it is likely that approximately twenty points will be deducted from the standard class participation score. Thus, **the class participation score may become a net negative number for individuals missing an excessive number of classes. Failure to pick up exams in a timely manner and/or the sending of frivolous and/or otherwise unprofessional e-mails will be negatively reflected.**

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.

- 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.
- Students not honoring their reserved seat for a research study will not be penalized for their first “no-show.” Each subsequent “no-show” earns a 5 point deduction. A “no-show” occurs when a student cancels less than 24 hours before the study or simply does not attend.

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. 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.
2. You are expected to put a serious effort into finding course related information in the syllabus and on the course web site before asking the instructor. **Questions that require elaborate answers should be discussed during regularly scheduled office hours and should *not* be asked by e-mail.**
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 within a twenty-four hour period. Requests for makeup examinations based on religious holidays or for students having three final examinations within a twenty-four hour period should be made no later than April 19.
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/dept/publications/cat2008/academic/standards.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

Marshall School of Business norms. Although the Marshall School of Business has recently introduced a policy that provides faculty with somewhat greater flexibility in assigning course grades, the recommended mean grade a "core" business course is still 3.00— a "straight" B. Note that it is mathematically impossible for everyone—or even a large majority—of students to be "above average." A significant number of individuals will invariably be "below" average.

Over time, the recommended grade targets for Marshall undergraduate courses have been raised due to the considerable improvement in student qualifications and performance. **Please note that the "flip side" of this reality is that minimum standards for passage of the course need to reflect this increased student competence.** 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.

Course grading. 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 a “curve” or grade distribution.** 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, but the 4.0 grade point weight is twice the 2.0 weight.
2. *Regression toward the mean.* On any given project or exam, an individual’s score is likely to be based in part on 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 it 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 “imperfection.” 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 (if not completely) superhuman person.

It should also be noted that, although for the population as a whole, there is likely to be a high 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, and 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 grades have been turned in, 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 2008-2009*:

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 another cut-off between letter grades might be more reasonable or that a paper deserved a higher score.

Please see <http://www.usc.edu/dept/publications/cat2008/academic/standards.html> and <http://www.usc.edu/dept/ARR/private/forms/Gradebook.pdf> . With a class this large, many people will be close to the boundary. During the past three semesters, several people were only one point away from a respective higher 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 five class sessions without direct loss of credit. This includes class sessions that were attended only in part. **Being "only a few minutes" late or leaving early counts as missing the class session.**

If more than five class meetings—discussion sessions or lecture sessions in which an in-class assignment is given—are missed for legitimate reasons, an assignment can be completed to make up for each absence in whole or in part. In general, if more than one of the five permitted class sessions are missed for non-legitimate reasons, special approval must be obtained to receive credit for makeup papers. In such cases, makeup assignments must generally be done for all but one of the assignments missed for non-legitimate reasons before credit can be obtained for those missed beyond the permitted five. That is, if an individual misses seven sessions, with only three of the initial five being missed for legitimate reasons, 2-1=1 makeup assignment must be done before credit can be earned back on the excess two assignments missed:

ILLUSTRATION (EXAMPLE)			
Time an assignment is missed	Direct loss of credit for this session with no makeup	Reason for missing class	Make-up
1st	No	Legitimate	Not required
2nd	No	Non-legitimate	Not required except to be eligible for makeup assignments for 6 and/or 7
3rd	No	Non-legitimate	Not required except to be eligible for makeup assignments for 6 and/or 7
4th	No	Legitimate	Not required
5th	No	Legitimate	Not required
6th	Yes	Legitimate	Needed to make up for loss of points—makeups for

ILLUSTRATION (EXAMPLE)			
Time an assignment is missed	Direct loss of credit for this session with no makeup	Reason for missing class	Make-up
			numbers 2 and 3 must be done before this one counts
7th	Yes	Legitimate	Needed to make up for loss of points—makeups for numbers 2 and 3 must be done before this one counts

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 is obtained in advance for compelling reasons.

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 April 19.

Due to the "onslaught" of final papers and exams I will have to read at the end of the semester, late substitute papers will ordinarily be accepted only under truly compelling circumstances.



Appendix D PROJECT GUIDELINES

For your project, you will be asked to complete a project proposal, one Applications Assignment on one of three options, and one final paper 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 not used in Mainland China.* These might be positioned as something Western.
- *Colored nail polish in China.* Although sales of makeup in China have grown at very high rates for the last decade, very few Chinese women wear colored nail polish.

PROJECT COMPONENTS		
Component	Description	Due date
Proposal	An electronic form will guide you through a description of your proposed venture, the value intended for customers, and a number of practical and logistical issues.	2/8
Scheduling of office visit	This visit should be scheduled online through the link on the "Projects" page of the course web site.	2/8
Office visit	During your scheduled appointment, your proposal will be discussed. You will be asked questions and will receive comments.	Sixth through seventh weeks
Secondary market research database resource list	Using library databases discussed in class, you will be asked to find at least fifteen quality articles relevant to making decisions on whether and how to launch the proposed venture.	3/1
Applications paper	A paper which applies selected course ideas to the proposed venture	3/22
Final paper (optional)	An executive summary, response to questions raised either by the instructor or other individual of your choice and a tentative assessment of the prospects for the venture. If you choose not to do this assignment, your applications paper will be weighted in its place. If you do both the applications and final papers, you will receive the more favorable of the two scores.	4/26



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 and that the final project will run 5-8 pages. **Conciseness and the use of bullet points, when appropriate, are highly encouraged.**

The library database resource list, the applications paper, and the final 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 or final 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.

Secondary Market Research Database Resource List and Discussion

For this assignment, you should use the library databases discussed in class—e.g., ABI/Inform and Lexis-Nexis—to find *at least fifteen quality articles*, books, or other legitimate publications relevant to the venture you are proposing. Please turn in:

- A list of the sources
- A one paragraph discussion of the implications of relevant information you have found in these articles.

Please note that your information search may need to be done on an industry categorization that is broader than your specific product. For example, if you are interested in introducing odor eliminating jogging wear, you may need to research athletic wear in general. In some circumstances, you may need to do your research on a related industry. For example, if you are interested in introducing “environmentally friendly” ammunition that avoids lead contamination, you may want to research the handgun and/or hunting rifle markets, as appropriate.

You may use any reasonable format, but your citation should, at a minimum, include:

- The author’s or authors’ name(s), if available.
- Title of article and periodical, or title of book or other publication.
- Year of publication.

It is fine to “cut and paste” article citations from an online database listing. If you use databases that have a different format, that is fine, too, so long as the required information is present. **Please do not spend your time “prettying up” a bibliography.** This is a task that can be delegated in industry. You should focus, instead, on *substantive* issues.

It is irrelevant where you retried an article—“Lexis-Nexis” is or the hyperlink address for the article found within a periodicals database—is not part of the citation.

IMPORTANT NOTE: You should use legitimate books and articles found through library databases. Ordinary web sites usually do *not* qualify.

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.

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;
- 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.

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.
- ✓ Any sources used are 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.

OPTIONAL FINAL PAPER GUIDELINES

The final project is an opportunity to synthesize the issues that you have analyzed in your project papers throughout the term.

Please note that papers containing the term “etc.” are likely to be viewed with considerable skepticism!

The paper should contain three sections:

1. A brief **executive summary** (no more than one double spaced page) in which you summarize the contents of this report. This summary should help a busy reader decide whether it would be useful to read the entire report. Although you may choose a different approach, the executive summary might take the following form:
 - a) Brief discussion of the venture.
 - b) A brief statement of your tentative assessment as discussed in section #3 below.
2. Replies (no more than three double spaced pages in total) to substantive comments (as appropriate) and questions raised in the project proposal and/or your applications paper. This includes both responding to outright questions and to comments such as “It is not clear....” If you did not receive significant comments on the proposal and applications paper, you can “make up” reasonable questions that you suspect that a reader may have.
3. A tentative assessment (no more than three double spaced pages) of the prospects, contingent on specific findings of the research discussed above, for your venture. Some “prototypical” conclusions might be:
 - a) “Based on everything seen so far, it appears that the venture has strong potential for the following reasons.... [Discussion] Questions remain about the following issues, which would need to be assessed through research.... [Discussion].”
 - b) “Although the product would appear to fill a serious need and may have good commercial prospects, the feasibility of the product is subject to the following very serious limitations and/or complications..... [Discussion] The following research is needed to help assess prospects, problems, and complications....”
 - c) “Although the product seemed a promising idea when proposed, the following complications suggest that the idea is not feasible (in the current market or with current technology for the following reasons....” [Discussion].

A draft of the evaluation form for the final project 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 materials published by a reputable source—if relevant and appropriate—e.g., encyclopedias and almanacs
- 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).

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 firm 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.
 - 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, 2007).

(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. (2006), “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, final 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, final paper, makeup assignment).
5. Specify your name and select the file to be uploaded.
6. Double-click on "Submit."
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 submission.**
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 51/70.
2. Credit for participation incidents is added. During the past two semesters, the formula was 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 five in-class assignments without appropriate makeup assignments will have twenty points deducted for each assignment missed in excess of five. For example, an individual who misses seven assignments will have $(7-5) * 20 = 2 * 20 = 40$ points deducted.
6. Total points will be capped at a maximum of the full 70/70.

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

1. Find a legitimate article 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.
2. Discuss what the article says (no more than one page).
3. 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: MANAGERIAL IMPLICATIONS

Managerial implications refer to the practical use of the information and/or observations made for making practical 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.

Appendix K SOME ISSUES OF SPECIAL INTEREST TO INTERNATIONAL STUDENTS

Writing quality. As a non-native English speaker myself, I am naturally cognizant of the challenges involved in learning a new language. It is understandable that writing on exams will be somewhat affected. However, you are receiving credit for attending a U.S. based university where classes are conducted in English. Therefore, being an international student is *not* an excuse for poor writing in papers and you will be held responsible for the quality of your work. **You may want to use the services of the Writing Center to assure that the work you turn in is of acceptable quality.**

Academic integrity. In the United States and most Western countries, there is an expectation that a student has actually completed the work that he or she submits rather than merely copying someone else. This means that you must acknowledge when you use someone else's work. In writing papers, there are two important requirements related to academic integrity:

1. Regardless of whether you quote directly, you must **cite the source** you use to give credit to the author for his or her work.
2. If, at any time you use more than three consecutive words from a source, these words **must be put in quotation marks or indented as a extended quotation**. Please see Appendix F for an illustration.

Violation of standards of academic integrity usually result, at a minimum, in the imposition of a failing grade for the course in question. More severe sanctions may also be imposed by the University. **In this class, there zero tolerance of plagiarism.** Violators will be referred for

disciplinary action even if failure to comply with regulations results from negligence rather than an intention to cheat.

Exam Issues. You may bring a *print* dictionary translating to and from your native language to use during exams if this dictionary is inspected and approved *before* the start of an exam. However, electronic dictionaries are *not permitted*. If you are unsure of the meaning of a word in an exam question, you may ask for clarification so long as special marketing terms are not involved.

Class participation. Individuals from certain cultures may not be comfortable in participating in a spontaneous oral class discussion. Although I hope you will become more comfortable with this over time, an alternative option has been developed. Please see Appendix I for additional information.

Class attendance. Regular class attendance is expected. Missing an excessive number of classes is not acceptable.