University of South Dakota’s Beacom School of Business Marketing Department

BADM 770 – Managerial Marketing (online)
2016 Fall

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Office Hours via Collaborate: Thursday 7pm – 8pm central time. (These will be archived for later viewing).
Class Time: The course will be taught using Desire2Learn (D2L). Access D2L at https://d2l.sdbor.edu

Mission Statement of the Beacom School of Business at the University of South Dakota. “Our primary mission is excellence in undergraduate and graduate education that develops successful future business leaders. We deliver high value to our students, employers, and community through distinctive teaching and learning supported by significant intellectual and professional contributions, and meaningful service.”

Course Description. Managerial Marketing is designed to help the student gain a clear, realistic and contemporary perspective of marketing. This course includes critical analysis of cases and covers important frameworks and tools that can assist managers in making better marketing decisions.

Course Prerequisites. Admission to the Graduate (Masters) Program at USD. BADM 370: Marketing or BADM 580: Foundations of Management and Marketing or equivalent.

Expectations: First, the student is expected to read, understand and abide by all policies and procedures outlined in this syllabus as well as those in the CDE Online Orientation, which can be accessed from the “Getting Started” section on the course homepage. The latter contains important information about the various academic, student and technical resources and services available at USD. Second, the general rule for time and effort on a class is two hours for each hour of face-to-face classes. Thus, a three credit face-to-face course includes three hours of in-class time each week with an additional six hours of time invested in outside study. An online student can expect a three credit course to require nine hours of study each week. The pace of most Beacom School classes are quick, and the same is true for Beacom’s online classes. You will need to allocate time each week in order to stay current in this class. Your time will be largely occupied by completing the required assignments, viewing supplemental materials, and by keeping up with the assigned weekly reading. One important thing to remember: when all is said and done, this is your class; it is what you make of it. The quality of your experience in class is directly proportional to your investment in time and effort. In other words, you will get out of it what you put into it.

Course Learning Goals: When the student becomes an alumnus of the University of South Dakota, the student will:

  Foundational Knowledge: Understand the ideas, theories, best practices and information regarding marketing.
Application: Be able to make informed, critical decisions about marketing strategy in a variety of organizational contexts. Students will develop the ability to diagnose and solve strategic marketing problems embedded in real life business situations.

Integration: Connect the ideas and learning experiences to other aspects of business, other coursework, both within and without the College of Business, and to other realms of life.

Human Dimension: See themselves as scholars in analyzing business situations, and will develop confidence to use the skills and techniques they have used in their coursework and student group activities to understand and critically evaluate strategic marketing decisions.

Caring: Learn to appreciate the subtlety of human interaction in the sports and event economy; students will be curious about how to approach, interact, and evaluate the sports and event market; they will also be attentive to the whole aspect of the sports and event industry.

Learning How to Learn: Learn how to understand, communicate, evaluate, and influence themselves and others in a sports and event context; students will learn how to ask useful questions about the marketing and business situation they are analyzing.

IDEA Learning Objectives:

1. (IDEA 1): Gain factual knowledge (terminology, classifications, methods, and trends) in the field of marketing.
2. (IDEA 2): Learn fundamental principles generalizations and theories in the field of marketing.
3. (IDEA 3): Learn to apply the course material to improve thinking, problem solving and decision making.
   a. (Beacom Assurance of Learning: Goal 2 Objective 2): Graduates will employ critical thinking skills to analyze/identify the impact of the business environment on business decisions.
4. (IDEA 3): Acquiring skills in working with others as a member of a team.

Course Specific Learning Objectives: At the end of this class, the student will:

1. Demonstrate knowledge of the marketing orientation, its value, and how to integrate this philosophy into all strategic and operational levels of the organization.
2. Demonstrate knowledge of basic marketing mix elements and their coordination to other internal and external environmental strategic issues in bringing a product or service to market.
3. Demonstrate knowledge of strategic market segmentation and positioning processes, their use, value, and implementation.
4. Demonstrate knowledge of different external market conditions and their corresponding appropriate strategies and constraints.
5. Demonstrate ability to apply information, marketing strategies, and critical thinking processes to real life problems.
6. Enhance their analytical, written, and oral communication skills.

Online Course Objectives. A primary objective of web-based education is to permit students to complete all requirements of a course using the power of the Internet to make the course location independent. Other than the required textbook and selected cases, students are able to access all testing and library research materials necessary to complete the course requirements using an Internet connected computer. No campus-specific activities are required or necessary to complete this course.

Instructional Method. This course is presented in Desire2Learn (D2L), a proven and effective pedagogical tool utilized by many educational institutions worldwide and provided to you by USD.
**MBA Program Assessment.** At the Beacom School of Business, we are proud to offer the MBA program as a full-time program on campus in Vermillion as well as on a part-time basis in Sioux Falls at the University Center and online. The content of the classes and the faculty who teach the classes are the same regardless of delivery mode. The graduate faculty members who teach in the program have established the specific goals or learning outcomes for program graduates. The following MBA program goal is assessed in BADM 770 via the final exam. **GOAL:** Graduates will employ critical thinking skills to analyze/identify the impact of the business environment on business decisions. **SUCCESS CRITERIA:** At least 75% of the students will get a 70% or better on the designated questions

**Textbook and Reading Material(s).** Marketing Strategy: A Decision Focused Approach; 8th ed. by Walker/Mullins. McGraw Hill Higher Education. 978-0-07-802894-6. The retail price for this text is about $160.00. Used texts and previous editions are available for a lower cost than a new text of the 8th edition. Used copies of the 8th and 7th edition of the text are appropriate for this course. Earlier editions of the text are not recommended.

**Learning Tools.** All course-related materials (e.g., syllabus, notes, chapter assignments, etc.) will be posted on D2L. You are required to check D2L every day to keep up with the schedule. The deadlines for all assignments and exams will be announced on D2L and it is your responsibility to meet those deadlines.

This course combines theory and application of the theory. Readings from the text will provide the theoretical content. Thus, it is important that you read the text carefully. Second, the class will be divided into teams, and each team will apply the concepts of this class to a firm. You and your team will analyze the firm and present a marketing plan proposal for that firm. This assignment is the keystone of this class, and incorporates all of the learning goals.

The Learning Tools that will be available include the following.

- Lectures: Webstreamed lectures which cover the most critical information in the course. These are housed through a USD videoarchive site outside of D2L, but the links are available in the Content area of D2L.
- Discussion Board: The Discussion Board feature in D2L is a tool students use to communicate with each other. Please feel free to post your questions or discussion items to the Discussion Board. I will monitor the discussions that take place there, but I would like the Discussion Board to provide an opportunity for students to interact with each other.
- Live Office Hours/Discussion: Live office hours will take place each week via Collaborate web software. This time will provide an opportunity for you to ask questions about the material that is being covered each week, but your attendance it is not required. The Collaborate chat sessions will be archived so you can view them later if you are not able to attend “live.” You can find them under the "Content" tab in D2L.
- Changes to office hour times during the course will be posted in the “News” area on the course main page.

**Course Assignments and Grading.** Scores collected during the semester include:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>13 Chapter Quizzes</td>
<td>18 points each</td>
<td>234</td>
<td>40%</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>200 points</td>
<td>200</td>
<td>34%</td>
</tr>
<tr>
<td>10 Marketing Plan Exercise</td>
<td>5 points each</td>
<td>50</td>
<td>9%</td>
</tr>
<tr>
<td>Marketing Plan Proposal</td>
<td>100 points</td>
<td>100</td>
<td>17%</td>
</tr>
</tbody>
</table>

Your final course grade will be determined by dividing your total points earned by the course’s total points. Alphabetic assignment of grades will be provided on the following scale. There will be no curve.
### Total points available in this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>525</td>
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<tr>
<td>B</td>
<td>467</td>
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<tr>
<td>C</td>
<td>408</td>
</tr>
<tr>
<td>D</td>
<td>350</td>
</tr>
</tbody>
</table>

Additional assignments such as class exercises, application questions, and participation will be included during the semester as time permits.

**Quizzes.** The chapter quizzes may consist of multiple-choice, matching, true/false and short answer questions regarding the concepts of each chapter. Quizzes will be taken via D2L and the Respondus Lockdown browser. You are allowed two attempts on each quiz, the highest score will be recorded. You will have a fixed amount of time to complete the quizzes once you have started. A proctor is not required for the quizzes.

**Exam.** The exam will be based on the readings, cases, PowerPoint slides, and the lecture. The exam will be primarily essay but may also include matching, multiple-choice, and true/false questions. The exam is closed book and closed notes, and will be delivered via D2L and require the use the Respondus Lockdown browser and either a proctor or the LDB/Monitor dashboard. The proctor form can be accessed from the “Getting Started” section on the course homepage and “Online Student Handbook”. Please submit the proctor form as indicated no later than November 01 or notify me that the LDB/Monitor dashboard will be used. Like the quizzes, there is a fixed amount of time to complete the exam once it is started. Unlike the quizzes, you are allowed one attempt on the exam.

- If your computer freezes during a quiz or exam and the timer shows time available, stop taking the quiz/exam. Close the window and contact your instructor right away.
- Flexibility regarding the day and time quizzes and exams are taken is provided in this course. Therefore, it is expected that all exams will be completed by the specified “due date” unless prior arrangements have been made with the instructor. Quizzes and exams that are not completed by the due date will have a zero grade. According to the University Schedule, if the final exam time does not work for you, you must notify the instructor 30 days prior to the final to make alternative arrangements.
- The quizzes and exams are timed, and your quiz should automatically submit when you complete the quiz or at the end of the allowed time, whichever comes first. Sometimes the quizzes and exams do not submit at the end of time. Please let your instructor know if your quiz did not automatically submit at the end of the time. Any questions submitted after the allowable time will not be considered for grading.

**Market Plan Exercises.** Marketing Plan Exercises (MPE) are a cooperative assignment designed to inspire discussion between the students. The class will be divided into small discussion groups, and each student is responsible for their own MPE. There are ten Marketing Plan Exercises found at the end of each chapter of the text. Chapter one does not have a Marketing Plan Exercise, and Chapters eight, nine and ten are identical assignments. The MPEs are the foundation of the weekly discussions in D2L and office hours. It is expected that each student will submit their solution to the Marketing Plan Exercise discussion forum. It is also expected to read the MPE submission from the others in the group, and also comment, encourage, ask questions, and learn from each other work. This this assignment won’t be effective without active participation from each student. Further, this assignment is designed to directly influence the activities necessary to complete the marketing plan proposal. In short, the better one’s MPEs, the greater likelihood of
having a better marketing plan proposal. The key to achieving high quality MPEs is effective feedback and discussion from other students.

**Marketing Plan Proposal.** The Marketing Plan Proposal is an individual based assignment, and is the key assignment in this course. The Marketing Plan Proposal incorporates much of the work completed via the Market Plan Exercises. The Marketing Plan Proposal is a document that identifies and proposes a solution to an organization’s marketing problem(s). A detailed outline of the Marketing Plan Proposal available in the Content page of D2L. The Marketing Plan Proposal is due to the D2L dropbox before Wednesday December 2, 8am central time.
University of South Dakota – Beacom  School of Business

Course Policies

**Freedom in Learning:** Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the department of the course in question to initiate a review of the evaluation.

**Disability Services Statement:** Any student who feels he/she may need academic accommodations or access accommodations based on the impact of any disability should contact and register with the Office of Disability Services during the first week of class. Please contact both your instructor and the Director of the Office of Disability Services (Services Center North Room 119B; 605-677-6389; disabilityservices@usd.edu), Ms. Ernetta L. Fox, Director, to make these arrangements as early as possible in the semester.  [http://www.usd.edu/disabilityservices](http://www.usd.edu/disabilityservices)

**Missed assignments and late work:** Class exercises and quizzes cannot be made up; the exception is assignments missed while the student was involved in a University sponsored program. Late work cannot be accepted. No individual extra-credit assignments will be offered as that would create an unfair advantage over other students.

**Privacy of Student Records:** The Family Educational Rights and Privacy Act of 1974 (FERPA) provides that each student’s educational records remain private. No individual or group outside the educational institution shall have access to nor will the institution (including professors) disclose students’ educational records without written consent of the students. Because the professor cannot ensure that the student is the only one with access to the student’s email account, grades will not be provided via email. The student may access his/her final grade using WebAdvisor or D2L.

**Academic Integrity Statement:** NOTE: (This is the 2/2014 Faculty Senate amendment; the links are to the new policy.) No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a) Given a zero for that assignment.
b) Allowed to rewrite and resubmit the assignment for credit.
c) Assigned a reduced grade for the course.
d) Dropped from the course.
e) Failed in the course.

[Student Academic Misconduct Policy](http://www.usd.edu/academic), [Map, Academic Misconduct Form](http://www.usd.edu/academic), and [Academic Appeals Form](http://www.usd.edu/academic).

**Grading assignments and turnaround.** I will do my best to grade and post your assignments in a timely manner. It usually takes me about a week to grade the minor assignments, and about two weeks to grade the major assignments. The exam grades are usually posted within one week.

**E-mail Communication:** Like you, I have several obligations to the University this semester, of which teaching this class is one. Thus, I am not in front of my email all day, but may be in the classroom, studio or working with my colleagues on research projects. I will check my usd.edu email account every morning, Monday through Friday, and I will try to respond to your messages within 24 hours. However, I do not generally check my email on Saturday and Sunday. Any messages sent after Friday morning will not likely receive a response until the following Monday.
**Netiquette Policy:** Please refer to the Netiquette expectations for USD courses which can be found on the Online Orientation Guide (accessed from the “Getting Started” section on the D2L course homepage).

**Late Registration:** If you register late for the course, you will need to complete any assignments you have missed up to the point of registration as soon as possible. Contact your instructor if you have any questions.

**Instructor Initiated Drop:** The Instructor Initiated Drop will be used if the student has not participated in the course by end of the first full week of the semester and/or does not regularly participate in the discussions.

**Incomplete Grades:** While every case will be considered on an individual basis, no grades of incomplete will ordinarily be given in this course.

**Grade Appeals:** All grade appeals must be in writing and submitted to the instructor within one week of the time the graded quiz/case/exam is returned to you. No late appeals will be considered.

The Registrar will drop a student from this course if that student’s tuition bill is not paid by the due date. Dropped students will not be allowed to re-enter the class until it is offered again. The USD Registrar’s office at 605-677-5339 or registrar@usd.edu processes late withdrawals.

**Introductions.** It is my intention to get to know as many students as possible. I ask that you populate your D2L profile, and please include your photo.

The professor reserves the right to amend the syllabus any time during the semester if circumstances dictate.

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**Using LockDown Browser and webcam (Respondus Monitor) for Online Exams**

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this [short video](#) to get a basic understanding of LockDown Browser and the webcam feature. A student [Lockdown Browser & Monitor Quick Start Guide](#) is also available.

**To download and install LockDown Browser:** Open a quiz that requires the use of Respondus Lockdown Browser. Download and install the latest version of the LockDown Browser.

**To ensure LockDown Browser and the webcam are set up properly, do the following:**

- Start LockDown Browser, log in with your BORIS credentials.
- Locate and select the **Help Center** button on the LockDown Browser toolbar.
- Run the **Webcam Check** and **System and Network Check**, if necessary, resolve any issues.
- Exit the Help Center and locate the practice quiz named
  - Follow Steps 1-5. At this point the Startup Sequence for the webcam begins.
  - You will first need to review and agree to the Terms of Use.
  - The Webcam Check will confirm that your webcam and microphone are working properly. The first time the Webcam Check is performed on a computer, Adobe Flash Player will require you to select Allow and Remember.
  - The remaining steps of the Startup Sequence will depend on settings chosen by your instructor.
Follow the instruction and note your progress along the top of the screen. If you encounter a problem, select the *It’s not working* link for troubleshooting tips.

- Upon completing and submitting the practice quiz, exit LockDown Browser.

**When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:**

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers)
- Clear your desk of all external materials not permitted — books, papers, other devices
- Have your student ID available
- Remain at your computer for the duration of the test
- If the computer or networking environment is different than what was tested above, repeat the Webcam and System checks prior to starting the test
- To produce a good webcam video, do the following:
  - Avoid wearing baseball caps or hats with brims
  - Ensure your computer or tablet is on a firm surface (a desk or table) — not on your lap, a bed, or other surface that might move
  - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window

Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

**Respondus Monitor System Requirements (Students)**

- Windows: 10, 8, 7, Vista
  - Mac: OS X 10.7 or higher
  - For Mac users: Safari must function properly on the computer
  - iOS: 7.0+ (iPad only). Must have a compatible LMS integration. Details.
  - Adobe Flash Player
  - Web camera (internal or external) & microphone
  - A broadband internet connection
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topics and Tasks</th>
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<tbody>
<tr>
<td>Aug 21</td>
<td>Monday:</td>
<td>Read Chapter 1. MPE groups posted via D2L.</td>
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<td>Office Hours Discussion Agenda opens on D2L:</td>
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<td></td>
<td>Discussion Forum: Introduce Yourself</td>
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<td>Tuesday:</td>
<td>Video of Chapter 1 posted, including course introductions and expectations.</td>
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<td>Thursday:</td>
<td>7pm ct – Office Hours Agenda includes:</td>
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<td>(1) Discuss selection of Marketing Plan firm.</td>
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<td>(2) Discuss Chapter 1.</td>
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<td>(3) Student questions from the D2L office hour’s discussion site will be answered (to the best of your professor’s ability).</td>
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<td>Aug 28</td>
<td>Monday:</td>
<td>Read Chapter 2. 8am ct:</td>
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<td>(1) Quiz Chapter 1 opens.</td>
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<td>(2) D2L Discussion opens: Marketing Plan Exercise (MPE) Chapter 2.</td>
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<td>Tuesday:</td>
<td>Video of Chapter 2 posted</td>
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<td></td>
<td>Thursday:</td>
<td>7pm ct - Office Hours</td>
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<td>Sep 04</td>
<td>Monday:</td>
<td>School Holiday: Monday, Sep 04 (Labor Day) Read Chapter 3.</td>
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<td>8am ct:</td>
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<td></td>
<td>(1) Quiz Chapter 1 closes.</td>
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<td>(2) Quiz Chapter 2 opens.</td>
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<td></td>
<td>(3) Discussion on MPE Chapter Two closes.</td>
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<td>(4) MPE Chapter Two submitted to dropbox.</td>
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<td>(5) Discussion opens: MPE Chapter 3.</td>
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<td></td>
<td>Tuesday:</td>
<td>Video of Chapter 3 posted</td>
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<td></td>
<td>Thursday:</td>
<td>7pm ct - Office Hours</td>
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<tr>
<td>Sep 11</td>
<td>Monday:</td>
<td>Read Chapter 4. 8am ct:</td>
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<td>(1) Quiz Chapter 2 closes.</td>
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<td></td>
<td>(2) Quiz Chapter 3 opens.</td>
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<td>(3) Discussion on MPE Chapter Three closes.</td>
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<td></td>
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<td>(4) MPE Chapter Three submitted to dropbox.</td>
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<td>(5) Discussion opens: MPE Chapter 4.</td>
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<td></td>
<td>Tuesday:</td>
<td>Video of Chapter 4 posted</td>
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<td></td>
<td>Thursday:</td>
<td>7pm ct - Office Hours</td>
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<tr>
<td>Sep 18</td>
<td>Monday:</td>
<td>Read Chapter 5. 8am ct:</td>
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<td>(1) Quiz Chapter 3 closes.</td>
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<tr>
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<td></td>
<td>(2) Quiz Chapter 4 opens.</td>
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</tbody>
</table>
| Week 06, Sep 25 | **Monday:** Read Chapter 6.  
8am ct:  
(1) Quiz Chapter 4 closes.  
(2) Quiz Chapter 5 opens.  
(3) MPE Chapter Five closes.  
(4) MPE Chapter Five submitted to dropbox.  
(5) Discussion opens: MPE Chapter 6.  
**Tuesday:** Video of Chapter 5 posted  
**Thursday:** 7pm ct - Office Hours |
|---|---|
| Week 07, Oct 2 | **Monday:** Read Chapter 7.  
8am ct:  
(1) Quiz Chapter 5 closes.  
(2) Quiz Chapter 6 opens.  
(3) Discussion on MPE Chapter Six closes.  
(4) MPE Chapter Six submitted to dropbox.  
(5) Discussion opens: MPE Chapter 7.  
**Tuesday:** Video of Chapter 6 posted  
**Thursday:** 7pm ct - Office Hours |
| Week 08, Oct 9 | **Monday:** *School Holiday: Monday, Oct 9 (Native American Day)*  
Read Chapter 8.  
8am ct:  
(1) Quiz Chapter 6 closes.  
(2) Quiz Chapter 7 opens.  
(3) Discussion on MPE Chapter Seven closes.  
(4) MPE Chapter Seven submitted to dropbox.  
(5) Discussion opens: MPE Chapter 8, 9, & 10.  
**Tuesday:** Video of Chapter 7 posted  
**Thursday:** 7pm ct - Office Hours |
| Week 09, Oct 16 | **Monday:** Read Chapter 9.  
8am ct:  
(1) Quiz Chapter 7 closes.  
(2) Quiz Chapter 8 opens.  
(3) Discussion on MPE Chapter Eight continues.  
(4) MPE Chapter Eight submitted to dropbox (if appropriate for your marketing plan).  
**Tuesday:** 7pm ct - Office Hours |
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Oct 23</th>
<th>Monday: Read Chapter 10. 8am ct: (1) Quiz Chapter 8 closes. (2) Quiz Chapter 9 opens. (3) Discussion on MPE Chapter 8, 9, &amp; 10 continues. (4) MPE Chapter Nine submitted to dropbox (if appropriate for your marketing plan).</th>
<th>Tuesday: Video of Chapter 9 posted</th>
<th>Thursday: 7pm ct - Office Hours</th>
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<tr>
<th>Week 11</th>
<th>Oct 30</th>
<th>Monday: Read Chapter 11. 8am ct: (1) Quiz Chapter 9 closes. (2) Quiz Chapter 10 opens. (3) Discussion on MPE Chapter 8, 9, &amp; 10 closes. (4) MPE Chapter Ten submitted to dropbox (if appropriate for your marketing plan). (5) Discussion opens: MPE Chapter 11.</th>
<th>Tuesday: Video of Chapter 10 posted</th>
<th>Thursday: 7pm ct - Office Hours</th>
</tr>
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<tr>
<th>Week 12</th>
<th>Nov 06</th>
<th>Monday: <strong>School Holiday: Friday, Nov 10 (Veterans Day)</strong> Read Chapter 12. 8am ct: (1) Quiz Chapter 10 closes. (2) Quiz Chapter 11 opens. (3) Discussion on MPE Chapter Eleven closes. (4) MPE Chapter Eleven submitted to dropbox. (5) Discussion opens: MPE Chapter 12.</th>
<th>Tuesday: Video of Chapter 11 posted</th>
<th>Thursday: 7pm ct - Office Hours</th>
</tr>
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<tr>
<th>Week 13</th>
<th>Nov 13</th>
<th>Monday: Read Chapter 13. 8am ct: (1) Quiz Chapter 11 closes. (2) Quiz Chapter 12 opens. (3) Discussion on MPE Chapter Twelve closes. (4) MPE Chapter Twelve submitted to dropbox. (5) Discussion opens: MPE Chapter 13.</th>
<th>Tuesday: Video of Chapter 12 posted</th>
<th>Thursday: 7pm ct - Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14</td>
<td>Monday:</td>
<td>School Holiday: Wednesday- Friday, Nov 22-24 (Thanksgiving)</td>
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<td>Nov 20</td>
<td>8am ct:</td>
<td>(1) Quiz Chapter 12 closes.</td>
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<td>(2) Quiz Chapter 13 opens.</td>
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<td></td>
<td></td>
<td>(3) Discussion on MPE Chapter Thirteen closes.</td>
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<td>(4) MPE Chapter Thirteen submitted to dropbox.</td>
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<td></td>
<td>Thursday:</td>
<td>Cancelled: Office Hours</td>
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<table>
<thead>
<tr>
<th>Week 15</th>
<th>Monday:</th>
<th>8am ct: Quiz Chapter 13 closes.</th>
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<tbody>
<tr>
<td>Nov 27</td>
<td>Wednesday:</td>
<td>8am ct: Marketing Plan Proposal due to D2L dropbox.</td>
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<tr>
<th>Week 16</th>
<th>Wednesday:</th>
<th>Reading Day: December 06</th>
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<tbody>
<tr>
<td>Dec 04</td>
<td>Thursday:</td>
<td>8am ct: Final Exam opens. December 7</td>
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<tr>
<td></td>
<td>Wednesday:</td>
<td>5pm ct: Final Exam closes. December 13</td>
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University of South Dakota – Beacom  School of Business
Student Code of Ethics

Introduction/Preamble:

As a community of scholars and practitioners committed to superior undergraduate and graduate educations, students at the Beacom School of Business should hold ethical standards in the highest regard. The Beacom School of Business expects students who are preparing to be business professionals to demonstrate the same qualities of good character, honesty, worthiness, accountability, productivity, and respect for others that society demands from current members of the business profession. To cultivate an environment of integrity and high standards of academic achievement, the Beacom School of Business is committed to fostering academic vigilance and expects students to demonstrate the highest principles of honor in their scholastic endeavors, and related areas of their lives. Any conflict or confusion between the School Code and the University Code or other University policies or South Dakota Board of Regents’ policies will be resolved in favor of the latter.

The commitment to honor has its own rewards, but the Code of Ethics also brings responsibilities – a respect for the ideas, values, and property of others, a readiness to subordinate one’s own interests to the interests and well-being of the whole university community, and a dedication to abide by the rules of the University. In order to maintain an honorable campus, student commitment is vital. Anything short of full commitment undermines the very essence of the University of South Dakota’s ethics centered environment.

Code of Ethics:

- **Behave in a professional and exemplary manner.**
  Contribute to the success of others and demonstrate gratitude for the contributions from others. Be fair and objective in the evaluation of administrators, faculty, staff, and fellow students. Foster a positive learning environment for all individuals by not tolerating disparaging comments, discrimination, or harassment.

- **Enhance an atmosphere of mutual respect among all members of the school community.**
  Show respect to classmates, administration, staff, and faculty. Strive to set a standard of professional behavior in the academic and professional aspects of my life, in and outside of the classroom. Respect our college facility by maintaining a safe, clean, and professional learning environment. Attend all class sessions fully prepared and ready to participate, dress appropriately, and refrain from class disturbances which impede the learning of others.

- **Accept responsibility for one’s own learning and encourage the learning of others.**
  Recognize that learning is a lifelong process. Practice principles of continuous improvement in academics, interactions with others, and professional goals. Commit to the ongoing pursuit of intellectual and personal development. Search for TRUTH.

- **Cultivate community and teamwork by respecting the views of others.**
  Treat fellow students, faculty, staff, and administration fairly and remember that personal variations among people enrich us and society. Discourage prejudices, always striving to learn from the differences in the cultures, ideas, experiences, and opinions of others. Respect the dignity of all others. Recognize the responsibility to participate in community-benefitting activities.

- **Own and acknowledge failure just as we celebrate success.**
  Protect the spirit of the Code of Ethics by encouraging others to uphold its tenets and intervening with those who violate its principles. Accept responsibility for decisions, actions, and inactions, and the consequences associated with each. Strive to hold both personal integrity and honesty in the highest regard.

- **Maintain an attitude of leadership, responsibility, and accountability.**
  Avoid seeking unfair advantage over other students, including but not limited to giving or receiving unauthorized aid during completion of academic requirements. Refrain from academic dishonesty, which includes submitting fraudulent work, giving or receiving unauthorized assistance, tampering with the credibility of information, cheating on exams or similar measures of performance, or any other suspect behavior.