



Marketing 337 Principles of Marketing Syllabus

MKT 337

Zoom Link: <https://utexas.zoom.us/j/7755733222?pwd=dE8yejNrYUFGQy9VZ1NySHIFSDE5Zz09>
Days/time: T/Th 11:00 to 12:15

Instructor Information

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Teaching Assistant

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Overview and Objectives

The primary objective of Marketing 337 will be to introduce you to the basic concepts, practices and tools of marketing. The course has a broad scope, is contemporary in outlook, and managerial in orientation. Regardless of the field you ultimately choose to pursue, this course should give you a strong grounding in the marketing discipline.

You will find that this course provides a strong foundation for your future studies and work opportunities, regardless of your major. As we will quickly learn in class however, “marketing” is not just for marketing majors. It is not simply a function or a department. Instead, marketing is a process which allows an organization to create and deliver value for customers – hopefully more value than competitors offer – and therefore provides the **engine for organic growth of an organization**. No matter what field you study and what career you eventually pursue, your success in business will be largely determined by your ability to deliver more value to customers than your competitors.

More specifically, in this class you will have the opportunity to:

1. Understand that “marketing” is the discipline that drives how organizations can achieve superior organic growth
2. Explain and apply the marketing process (i.e., developing promising configurations of insights, strategies, and execution) that gears the organization for growth
3. Analyze and apply the marketing mix instruments (i.e., key tools and concepts pertaining to product management, price management, communication management, and sales management)

Course Design and Philosophy

The course is designed to help you:

- Gain additional marketing insight and experience by applying marketing concepts to an actual business situation
- Gain experience acting as a marketing consultant, experiencing the triumphs and challenges of working as part of a team to address a marketing problem

This course will be focused on the *understanding* and *application* of key marketing concepts. You will find that, although the reading materials serve as a useful foundation for the concepts covered in the class, simple memorization of this material will not be sufficient. **It is the attendance in class and the participation in discussions during class that will cement the concepts, allow you to apply them to real business problems, and prepare you for the exams.**

This Course Is Designed Like An Internship

The entire philosophy of this course is based on the concept of giving you the real-world experience, hard and soft skills and mindset needed to become the best candidate for your next job or internship. Further, as many former students will tell you, this approach has helped them succeed in their careers and become the “go to” person that outshines their colleagues. As such you will learn:

- ***The ability to handle and master change*** – The world is changing very fast and the rate of change is only increasing. No matter your major or career ambitions, thriving in the face of change is a sought-after skill for all employees.
- ***Identify the problems, find the best solutions, and apply the best practices to help your organization grow*** – Many classes are based on giving you a problem and asking you to find the single right answer. This class is different. In business, and especially in digital marketing, there are many pathways to success. We live in a very complex world where the simple answer is rarely the best or even the right answer. This class is designed to help the more complex reasons and problems that exist and then maximize your critical thinking skills to find the best course of action to drive growth.
- ***Become comfortable with being uncomfortable*** – In your work world and life, there is a huge degree of ambiguity. Most anyone can perform well when everything is laid out neatly in front of them. But that is not what employers seek or how the world presents itself. Therefore, this class is based exactly on that premise and will help you thrive in the face of the uncertain and ill-defined. To be honest, some of you will struggle with this. I will help you succeed and master the frameworks and mindset needed to prosper in our fast-moving, chaotic world.
- ***Work on applying the concepts you learn*** – A large portion of this course, and what everything builds to, is working on creating a marketing plan for a brand you choose. This is invaluable experience that will help you think through all the issues and concepts we discuss.

Expectations

You are expected to be thorough, diligent, timely, and careful in completing their work for your project. McCombs sets a very high standard for conscientiousness to help students prepare for their professional careers. In your work on the project, you are expected to:

- Meet deadlines
- Be on time for meetings/class
- Listen carefully to understand the needs, goals, and objectives of the class and your teams
- Analyze marketing problems quantitatively and provide quantitative measures of success

Communication Is Essential In Marketing And Business

Everyone wants you to wildly succeed. As a student or when you're hired as an intern or employee, here are a few key points to help you blow them away:

Ask questions

This is the #1 success metric for this class. If you get confused, frustrated, or simply stuck, CALL ME RIGHT AWAY! It can be uncomfortable to ask your instructor or managers questions. However, it is highly encouraged that you speak up whenever you are confused or need help. In digital marketing, we are used to speaking in industry jargon and can sometimes forget that you may or may not understand certain acronyms or terms. Also, do not be afraid to ask questions about your assignments. I try to give you everything you need to succeed and assume you understand everything. If you don't, you will fail. So, ask before running off, ask! The more questions you ask, the more equipped you will be to handle the task or project effectively and efficiently.

Fail fast.

Mistakes are inevitable and will happen no matter how hard you try. The important thing to note is that the earlier you fail, the easier it is to move forward. It is much easier to take care of mistakes when we find them earlier, so you do not have to spend as much time going back to fix them after you have finished the project. A helpful tip for you to fail fast is to ask people to review your work in its early stages. Make sure that they can see where you are headed with the project as a whole, so they can point out any errors or issues. By asking for an initial check-up, you can be sure to fail sooner and succeed more with your assignments.

Take on challenges.

There can be times where you are given projects or assignments that stretch your abilities. Do not be afraid to tackle those challenges because they have great potential in helping you grow. Sometimes, the best learning experiences come from these opportunities because they require you to do more and to think more. If you want more of a challenge in your work, talk to your manager and let them know. Often times, they can provide you with an assignment that will provide that extra challenge for you and help you learn.

Go beyond what is asked.

The nature of most jobs is to help the organization achieve a goal or set of goals. Your work, no matter what it is, contributes to our goals. When your manager assigns you to a project, there are often things that they are unaware of and do not include in the job you are asked to do. If you notice something that should be included or is missing, you absolutely should bring it up with your manager. Many students, employees and interns will only do the minimum requirements of a project or only what they are asked to do. By going beyond what is asked of you, you are able to contribute more to the success of the project and show that you are capable of thinking outside the box.

Have fun!

This course and life are an adventure in exploring your thought processes, how the mind works and empowering yourself to evaluate information and insights through the process. Everything is changing all around us at a rapid rate. Therefore, your success requires you get comfortable with being uncomfortable.

As such, recognize we are all in this together (including me) and the best way to succeed is to use the points above, make the most of it and have fun!

Keys to having a successful experience and outcome in this class

- Treat it like a job and commit yourself and your team to doing the best job possible.
- Commit yourself to learn the concepts presented in this class.
- Be fully prepared for each class in order to: a) understand the class discussion, and b) be prepared for our discussions.
- Participate in class discussions. Vibrant interaction in class not only provides a rich learning environment, but also helps to develop one of the most critical abilities any businessperson can have: verbal persuasion.
- Be fully present and ready to go for every class **with your video camera on during Zoom sessions.**
- Review materials before class as they will be available on Canvas by 10pm the day before each scheduled class.
- Take notes during class on everything.
- Do not get behind. The material in this class builds on itself. You will find yourself struggling if you do not prepare for each class, attend each class, and commit yourself to learning the material. Be proactive – do not wait until the day before an exam for clarification.
- If you have questions, ask a classmate, a TA, or the instructor. Don't tolerate not understanding the material.

The University of Texas at Austin Honor Code:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Course Feedback

Marketing is about feedback, insights and experimentation. Much like the survey you took before class, I will send out another one during the middle of semester as well.

Required Course Texts & Materials

I will provide readings and handouts as needed and as indicated on Canvas and in the course overview below.

Marketing Simulation

- You can access the simulation at this link: <https://game.ilsworld.com/marketplace-live>.
- You will need your Game ID and Team Number: Game ID: 17141-00003-73890
- You will purchase a license during the signup process

Grading Policy

The assessment and grading system are intended to reflect student learning and performance.

Assignments	20%
Marketing Simulation	15%
Midterm Exam	20%
Final	20%
Final Project	25% (<i>which will include your group participation/peer eval grade</i>)

100%

As per the business school guidelines, course grading will be plus/minus and will be curved to roughly achieve McCombs' target for undergraduate core courses and a 3.2 GPA.

Final grades will be established by rank in class. There is no predetermined letter-grade distribution and the class's overall performance will be used to set cut-offs for the letter grades. Completion of assignments, as expected, will earn a 90% grade. For students looking to earn a higher grade, you will need to demonstrate a superior understanding of the material and exceed expectations for assignments and exams.

Attendance at class sessions and instructor meetings is important due to the interactive nature of the course. You may miss one class session for any reason and a second- or third-class session for a documented recruiting event or family emergency. You must be present for more than half the class to be counted as in attendance. **If you miss four class sessions for any reason, you will not receive credit for this course.**

Additional details for course requirements will be provided in class, but the following guidelines will give you a sense of what to expect.

Exams

- All exams will be administered during the semester (during the regularly scheduled class time). Exams will consist of multiple choice and short-answer questions.
- Exams will cover assigned readings, lectures, class exercises, class discussions, videos, and guest speakers.
- You may not use any books, notes, or electronic devices during exams. If you are found to be using any forbidden materials or violating the Scholastic Dishonesty Policy in any way, you will be subjected to the maximum penalties described in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business.
- Exams will end promptly at the designated time, regardless of when you arrive to class. No student will be allowed to begin their exam after the first student finishes.
- Exams will be administered ONLY during the class period for which the exam is scheduled.
- There will be no make-up exams for ANY reason – this includes interviews, personal issues, illnesses, school-sponsored trips, family emergencies, etc. Students missing an exam will receive a zero for that exam.
- If you miss an exam, you may take the final exam. The grade for the final exam will take the place of one missed regular exam. Students may only take the final exam to replace a missed exam (i.e. the final exam cannot be used to replace a previous exam grade). The final exam will be cumulative of the entire semester content. The final exam will be administered only during the University-designated final examination period.
- Each exam will be available for review during scheduled office hours for two weeks after the grade for that exam is posted. After the two-week period, the exams are no longer available for review.
- Unless documented as medically necessary, students will not be allowed to leave the classroom during exam periods.

Appealing a Grade: If you believe there is a grading error which is cause for review, you may make an appeal. All appeals must be submitted via email (not Canvas) and must be received no later than 11:59pm on the 7th calendar day after the grade is posted on Canvas or otherwise communicated to you. Your appeal must include a detailed, fact-based explanation of why you think the grade is in error (passage from a reading,

lecture slide, etc.) and must include the section number of your class in the subject line. A maximum of two questions per exam and four questions per semester may be appealed. Note that an appeal is not an opportunity to provide new information, explain an answer, or grovel for points, but instead to correct a genuine grading error on the answer submitted. Your grade may be increased or decreased as a result of the appeal. Due to tight grading timelines at the end of the semester, no appeals for the Final Exam will be considered.

Final Grades

Final grades will be assigned as follows:

< 59	60-63	64-66	67-69	70-73	74-76	77-79	80-83	84-86	87-89	90-93	94-100
F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

As mentioned, consistent with the guidelines suggested by the Undergraduate Program Office, the average grade for this course will be between 3.0 and 3.2 (or 85-86%). To avoid any misunderstanding regarding rounding methodology, grades will NOT be rounded up – an 89.99 (as close as it is to 90), will still be a B+.

Note that the grade calculations shown on Canvas are occasionally in error. The official grades for this class will be calculated as described in this syllabus and may be different than the grade averages shown on Canvas.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture handouts, videos, assessments (exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission.

Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Course Schedule

This schedule is subject to change. Students are responsible for monitoring announcements made in class and on Canvas for specific changes to the course schedule. Also, this course will be delivered in an online model meaning students enrolled will be attending online via Zoom. **You should make sure you are logged in to your university Zoom account before each class to ensure you will be admitted automatically.**

Note: lectures will not be recorded, and all students are expected to attend the class sessions as scheduled. If for some reason, you have special circumstances where you may miss a portion of the live lectures on Zoom, please contact me as soon as possible to discuss.

Date	Class #	Lecture Topic	Readings Due	Assignments Due
Jan 19	1	Introduction – Syllabus Review		Pre-Class Survey Due

Jan 21	2	Digital Mindset	Digital Marketing Playbook 10 Digital Marketing Ideas To Use During The Coronavirus	Redo 3 Pages From A Website You Hate
Jan 26	3	Dollar Shave Club And How Marketing Built A \$1 Billion Company Out Of Nothing	Dollar Shave Club Cases Chapter 2: Strategic Planning	Dollar Shave Club Write Up Due
Jan 28	4	Strategy - Segmentation	Chapter 5: Marketing Segmenting, Targeting, And Positioning Lego's Market Segmentation Strategy	Send In 5-7 Takeaways From The Readings
Feb 2	5	Strategy - Targeting	Mountain Dew's New 'Game Fuel' Drink Has A Seriously Interesting Can	
Feb 4	6	Strategy - Positioning	Ries: The Positioning Principle How White Claw Spiked Seltzer Became The Bro-Approved Drink Of Summer 2019	Turn In 5 Slides About Your Favorite Positioning Marketing Cases And Be Prepared To Discuss In Class
Feb 9	7	Market Research	Chapter 10: Gathering And Using Information: Marketing Research And Market Intelligence	
Feb 11	8	Inbound Marketing	Hubspot: Inbound Marketing	Send In 5-7 Takeaways From The Readings
Feb 16	9	Product - New Product Development Process, Portfolio Management, Product Lifecycle, Branding, Services As A Product	Chapter 6: Create Offerings How Apple Makes Tons Of Money How Peloton Exercise Bikes Became A \$4 Billion Fitness Start-Up With A Cult Following	
Feb 18	10	Channels - Channel Design, Retailing, Channel Management	Chapter 8: Using Marketing Channels To Create Value For Customers	
Feb 23	11	Marketing Psychology And Customer Behavior	Chapter 3: Consumer Behavior: How People Make Buying Decisions The Rules Of Alchemy 10 Rules Of Alchemy	Send In 5-7 Takeaways From The Readings
Feb 25	12	Promotion	Chapter 11: Integrated Marketing Communications And The Changing Media Landscape Patagonia Case Study	

			Why Doritos' Marketing Strategy Made Super Bowl History	
Mar 2	13	Selling	Guerrilla Marketing: 11 Awesome Examples To Learn From Sales Tips From David Ogilvy	Start Marketplace Simulation Midterm Survey Due
Mar 4	14	Frito Lay Guest Speaking		
Mar 9	15	Midterm Exam		
Mar 11	16	Review Midterm Marketplace Sim Overview Marketing Measurement		Marketplace Simulation Round 1 Due
Mar 15-19	-	No Class Spring Break		
Mar 23	17	Pricing - Value-Based, Dynamic, Customized	Chapter 15: Price, The Only Revenue Generator Are You Overpricing Your Products And Services? How To Choose The Right Price For Your Product	Marketplace Simulation Round 2 Due Send In 5-7 Takeaways From The Readings
Mar 25	18	Best Practices Of Marketing Plans	Chapter 16: The Marketing Plan Read: The Only 10 Slides You Need In A Pitch Read: Politics And The English Language Read: The 10 Questions You Need To Create A Marketing Plan How To Create A Marketing Plan	Marketplace Simulation Round 3 Due
Mar 30	19	Business Models	What Is A Business Model?	Marketplace Simulation Round 4 Due
Apr 1	20	Consumer Satisfaction and Marketing	Chapter 14: Customer Satisfaction, Loyalty, And Empowerment The Apple Experience	Marketplace Simulation Round 5 Due
Apr 6	21	Social Media Marketing	Chapter 12: Public Relations, Social Media, And Sponsorships 50 Social Media Best Practices	Marketplace Simulation Round 6 Due

Apr 8	22	Gui Guest Speaking Content		Marketplace Simulation Round 7 Due
Apr 13	23	Experiential Marketing	Defining Digital Experience Report	
Apr 15	24	The Power Of Noticing	The Power Of Noticing	Marketplace Simulation Final Paper
Apr 20	25	Favorite Marketing Cases		
Apr 22	26	In Class Discussions On Videos		Watch Wendy's Social Media And Rory Sutherland Videos
Apr 27	27	Class Takeaways Discussion Project Meetings With Breakout Rooms		Prepare To Discuss Your Takeaways From The Class
Apr 29	28	Final Exam		
May 4	29	Final Group Presentations		Peer Evals Due
May 6-13		Final Group Presentations		Final Plan Due

Extra Credit

There are only two ways to earn extra credit in this class:

1. **In-Class Participation** – which includes adding to in-class discussions and/or finding and bringing up topics that contribute to the class discussions. If you are interested in how to best find material and share it, please let me know and I will help guide you and make it easy for you (even if you are an introvert).
2. **Participate in Marketing Department Research Studies** – You are strongly encouraged to participate in these studies. It is a good way to get exposed to marketing research, and it is valuable to understanding marketing and consumer behavior.

You can earn extra credit points in the course by participating in research studies through the Marketing Department Subject Pool. You can earn 10 points for each study you participate in and a maximum of 30 total. For instance, to earn 20 points, you must participate in two *different* studies. You can find all extra credit opportunities for this course at the Marketing Department Subject Pool website at: <http://mcombs.sona-systems.com>. You can expect to receive your login information for SONA by the 12th class day (February 3rd). If February 3rd has passed, and you have not received your login information, you can email the lab coordinator (below).

All extra credit research opportunities will be held ONLINE. Below are instructions on how to access these online studies:

- Login with your username (EID) and password. Click "VIEW AVAILABLE STUDIES." Then click the session you would like to complete. You will be taken to a page with the study description, and you

will be prompted to sign up. Only after you sign up for the session will you be given access. You will see an orange button that says, "Complete Survey Now."

- If you have left the SONA website since signing up, please follow these instructions: Click the session you signed up for. You will be taken to a page with the study description. Below the description, you will see an orange button that says, "View Study Website." Click this button, and you will be redirected straight to the study website.

Questions regarding extra credit? Email Larissa Garcia, the Behavioral Lab Coordinator, at larissa.garcia@mcombs.utexas.edu

Appealing a Grade: If you believe there is a grading error which is cause for review, you may make an appeal. All appeals must be submitted via email (not Canvas) and must be received no later than 11:59pm on the 7th calendar day after the grade is posted on Canvas or otherwise communicated to you. Your appeal must include a detailed, fact-based explanation of why you think the grade is in error (passage from a reading, lecture slide, etc.) and must include the section number of your class in the subject line. A maximum of two questions per exam and four questions per semester may be appealed. Note that an appeal is not an opportunity to provide new information, explain an answer, or grovel for points, but instead to correct a genuine grading error on the answer submitted. Your grade may be increased or decreased as a result of the appeal. Due to tight grading timelines at the end of the semester, no appeals for the Final Exam will be considered.

Class Format And Policies

- Class sessions will include lecture, discussion and other group activities as assigned.
- Students are expected to fully apply themselves and be prepared for each class. Generally, it is expected that students will spend an average of ***not less than two hours outside of class for each hour in class (i.e. an average of six hours outside of class each week)***.
- Preparation for class will consist of reading of handouts and multiple articles (available on the internet or posted on Canvas) as well as research and group work.
- All students in MKT337 are businesspeople, as is the instructor. Correspondingly, businesslike conduct is expected in class and we are all expected to conduct ourselves professionally. This includes arriving to class on time, silencing and putting away your mobile phones, refraining from surfing and being distracted during class, and being respectful of your classmates, guest speakers, the TA, and your instructor. Students not conducting themselves in a businesslike manner will be asked to leave for the remainder of the class period and may therefore miss any key sections. Additionally, for each subsequent instance of un-businesslike conduct, students will have their semester grade lowered by one letter grade.

Class Recordings

If a recording of this class is made by the instructor, such class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

BBA Recruiting Conflicts

Conflicts occasionally arise between classes and the search for employment. We understand how important the job search process is to you, and McCombs provides many resources in support of career exploration and

search. However, UT is first and foremost an educational institution and your BBA degree will be the credential that certifies your education. As such, education will take precedent whenever such a conflict arises.

All companies that recruit at McCombs are informed of this fact. Should a conflict arise, we recommend the following steps:

- Check the syllabus to see if an exception is provided that would allow you to satisfy class obligations while still attending the job event
- Note that a job-related conflict, whether a current job or a potential one, is usually not an acceptable reason for missing an exam or taking a make-up and may not be acceptable in other circumstances either. If any doubt exists, check with your professor.
- If no exception is provided, inform the company that an academic conflict exists and request an accommodation.
- If no accommodation is provided by the company, and you have done everything within your power to resolve the situation, contact BBA Career Services and request their assistance in resolving the situation.

Note that while we do have influence with the companies that recruit at McCombs, not all conflicts can be resolved, and we have little or no influence with companies that do not recruit through the Recruit McCombs system.

Finally, be aware that it is not unreasonable for an employer to expect you to go to some lengths to show your interest in them. In a recent example, several students completed an exam at 9 pm and were expected to attend an on-site interview in Houston the next morning at 8:00 am. A 5:30 am flight from Austin was available and the students were expected to be on it. This is reasonable, and such sacrifices are sometimes expected in a good job and career in business.

Important Notifications

COVID-19 Update

If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services'](#) Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience at <https://coronavirus.utexas.edu/students>.

We will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, this means that all students are required to follow these important rules.

- **Every student must wear a cloth face-covering properly in class and in all campus buildings at all times.**
- **For the safety of our community, every student is strongly encouraged to do daily symptom screening, which is available using the Protect Texas Together app.** Once the

symptom screening is completed, it will inform students whether they are cleared to come to campus. Students should only come to campus if the symptom screening app clears them to do so. Otherwise, students should isolate and contact a medical professional for further guidance before coming to campus again.

- [Information regarding safety protocols](#) with and without symptoms [can be found here](#).

If a student is not wearing a cloth face-covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](#) working with [Services for Students with Disabilities](#).

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://diversity.utexas.edu/disability/>.

Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives will be well served by this course, that students' learning needs will be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit. Please let me know right away if this ever is not the case. I am 100% committed to this and expect everyone to honor this and be mindful of the important nature of this policy. Included in this, is my sincere desire to make you feel like you belong in the class every day.

Personal pronouns and professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless you have added a "preferred name" with the [Gender and Sexuality Center](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use. Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on

Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification.

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Campus Safety

Please note the following key recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security. More info at: <https://preparedness.utexas.edu/>.

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings and assemble outside when a fire alarm is activated.
- Familiarize yourself with all exit doors of each classroom and building you may occupy.
- If you need evacuation assistance, inform the instructor in writing asap.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by Austin or UT police or fire authorities.

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support at www.cmhc.utexas.edu/individualcounseling.html.

Behavior Concerns Advice Line (BCAL): 512-232-5050 or [online](#).

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit www.utexas.edu/ugs/slc or call 512-471-3614.

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high -risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: wellnessnetwork.utexas.edu/BeVocal.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Emergency Evacuation Procedures

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>.