Leonard N. Stern School of Business  
New York University  

C55.0001: INTRODUCTION TO MARKETING  
SYLLABUS – SPRING 2005  

Instructor Details:  
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Class Meetings:  
C55.0001 – Mondays and Wednesdays  

Office Hours:  
Thursdays, 3:30pm – 5:30pm  
(NOTE: If for any reason you need to meet with me and are unable to make it for the regularly scheduled office hours, then please feel free to email me so that we can set up another mutually convenient time.)  

Course Website:  
Please check the course postings on the Blackboard regularly for class announcements and instructions  
http://sternclasses.nyu.edu). You should always check the postings here before coming to class – some postings may be crucial in ensuring that you are in step with the rest of the class. Please go to the Blackboard for a copy of all course handouts. Important handouts will be given to you in class and also posted on the course site.  
(NOTE: You need to have a Stern account and be registered for this course to gain access to the course website. If you are not a Stern student, then please obtain a Stern account at the computer center.)  

This site contains many things you will find useful over the course of the semester, including:  

• Syllabus  
• Announcements/corrections  
• Grades  
• Personal Marketing Plan  
• Lecture Notes  
• Assignments & study  
• Subject pool details/sign-ups  
• Other useful things  

Uniformity:  
As per a vote of the Department of Marketing faculty, most components of the course have been standardized across sections. For example, all sections will have either 2 or 3 exams worth a combined total of 25% of the grade. All sections will have a cumulative final worth 25% of the grade. All sections will use the same grading components and weights, and have at least 85% communality in topics covered. Minor variations may occur, e.g., some instructors may have a more quantitative orientation than others, and some
instructors may focus more on some topics than others. However, for the most part there is uniformity across the sections.

**OUTLINE FOR REMAINDER OF SYLLABUS**

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### TENTATIVE SCHEDULE

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COURSE DESCRIPTION

People often define "marketing" as advertising – a highly visible activity by which organizations try to persuade consumers to buy products and services. However, marketing is much more than advertising and even the most skillful marketing cannot make consumers buy things that they don't want.

Marketing involves two basic sets of activities. The first set starts with identifying consumer needs and ends with positioning the product or service to satisfy those needs and differentiate it from competition. In between, rigorous analysis of the competition, the customer, the environment, and the company’s own capabilities are required. The second set of activities revolves around the “marketing mix” – letting the consumer know about the product in an attention-getting, convincing, and motivating way, getting it to the consumer through the best combination of distribution channels, pricing it effectively, and offering incentives to try, purchase, and purchase more. At any point along the way, failure to get one of these activities right may result in the failure of the product. Positioning is the key to product success, but even a perfect product with brilliant positioning won’t last long if its benefits are not clearly communicated to the right people, if its price is too high or too low, if it is sold through the wrong retailers, or displayed poorly.

In this course, you will be introduced to the principles underlying these activities and given opportunities to try your hand at analyzing markets and formulating strategy. The objectives of this course are to:
1. Introduce you to the concepts, analyses, and activities that comprise marketing management,
2. Help you sharpen your analytical skills and show you how to use them to assess and solve marketing problems,
3. Give you an opportunity to refine your oral and written communication skills, and
4. Provide a foundation for courses in other departments and advanced electives in Marketing

COURSE APPROACH

Class meetings will revolve around lectures, video presentations, and in-class activities, such as case discussions, pre-assigned exercises and experiential exercises. In order to get the most from this course it is extremely important that you are prepared for class. I will only highlight the material covered in the text or readings, on the assumption that you can do the required background reading yourselves and you would prefer to have new information and experiences in class that supplement your basic theoretical readings. As such, if you have questions on the text or readings, it is your responsibility to let me know prior to class (via email), or at the beginning/end of class.

I will not repeat much of what is covered in the assigned readings. So if you do not prepare for class adequately, you will learn substantially less from the discussions and exercises, and not only will you not be able to participate in class effectively, but it is also likely that you will not perform well on the exams and cases. Class meetings do not test you on the background material directly, but they are based on your understanding and retention of the text material. Therefore reading the background material is crucial.
COURSE MATERIAL


B. **Harvard Business School Case**: Kodak Funtime (available at NYU bookstore)

C. **Lecture Notes**: All lectures notes will be posted on the website on the day of the class. Also, a copy of the lectures notes will be provided to you in class during the lecture, therefore, you need not print copies of the notes and bring to class.

GRADING COMPONENTS

The grade components and the associated weights are as follows:

A. Exams 50%
   - 2 mid-term exams (12.5% each): 25%
   - Final exam (cumulative): 25%

B. Class Participation/Contribution 15%
C. MBA-type Case 15%
D. Quantitative Exercise 5%
E. Your “Personal Marketing Plan” 10%
F. Marketing Research Assignment/Subject Pool 5%

100%

EXAMS

General

Inform me in writing (e-mail is fine) of any legitimate exam conflicts at least two weeks in advance. (All exam dates have been set and appear in the course outline.) If I do not receive written notice at least two weeks before the exam, you will not be given the opportunity to take it at another time.

If you miss an exam due to illness or injury, a make-up will not be scheduled for you unless I receive a letter from your doctor (on letterhead) indicating the date and time of the medical problem that prevented you from taking the test. You are responsible for contacting me concerning missing an exam as soon as possible, preferably before the exam. If you are unable to take a make-up exam before the next class session, your doctor’s letter must also indicate the date through which your medical incapacity extended. If you have a letter from your doctor, I may choose to give you a substitute test or I may assign greater weight to another test.
Mid-term Exam (25%):

Two closed-book mid-term exams are noted on the syllabus. The exams will consist of either objective and/or short answer questions on materials drawn from the textbook, course packet, lectures, and guest speakers. Each mid-term exam is worth 12.5% of your grade for the course.

Final Exam (25%):

The final exam will cover the entire course and will be held during the normal examination period (Note date and time on the last page of the syllabus). No make-up will be offered and you will not be permitted to take the exam early. Some questions may be based on the guest speaker presentations.

Code of Conduct:

Every student is obligated to report to the instructor any suspected violation of the honor code that he or she has observed. If you are concerned about revealing your identity, please drop a note in my mailbox.

CLASS PARTICIPATION

As noted, many sessions of the course will involve interaction and I expect each class member to be prepared at all times in every class. The skills you acquire from participating in class and with your group will serve you well in your future positions, whether you pursue marketing as a career or not. Please remember that class participation will not be judged merely by the “airtime,” but by the quality of the comments you contribute to group discussions and exercises. However, I do recognize that some people may not be very comfortable speaking in large classes. A portion of your class participation grades will also come from your class attendance. In some sessions, I will also assign some short exercises to assist in class discussion. In summary, the class participation grade will be based on attendance, the quality and quantity of your in-class participation, and assigned exercises.

MBA-TYPE CASE

One class session will be devoted to discussing an MBA-type case. The case has been chosen to provide you with an opportunity to apply what you are learning to more complex problems and contexts, and for you to experience cases more typical of advanced electives.

It will take several hours to read and study the case and several more hours to prepare and write-up your analysis. Come to class prepared to offer your opinions or be called on to even if you don’t volunteer. Please refer to the course website for the assigned study questions. For purposes of facilitating discussion, comprehension and quality work, the class will be divided into groups of not more than 4 people for this assignment. Since in the real world you do not get to pick your team members, you will be randomly assigned to a team.
Format For Written Case Analysis

- The written case analysis has a maximum page limit of 5 pages (and up to another five pages of appendix/exhibits) and must have a cover page (not part of the page limit) that includes the following information:
  a) Names of each group member
  b) ID numbers of each group member
  c) E-mail address of each group member
  d) The course number and section
  e) The date submitted
  f) The title of the assignment.

- The analysis must be printed in 12-point font and double-spaced, with 1-inch margins on all sides. All assignment must conform to these requirements. Note that the 5 pages (plus five pages of exhibits) limit is an upper limit, you can always use less space if you deem fit.

- Number all of your pages (except the cover page) and always keep a copy.

- Assume you are a marketing consultant hired by the company that is the subject of the case to respond to the strategic marketing questions outlined in the specific assignments. Your report should be in the form of a business memo – a consultant’s executive summary – addressed to the decision-maker referred to in the case. Begin with this header:
  TO: Decision-maker indicated in case
  FROM: Your names
  RE: Case title and key issue
  DATE: Date submitted

- Only the header and exhibits may be single-spaced; the rest of the memo must be double-spaced. Use headings and organize the memo so that the headings correspond to the main points you are making.

Guidelines for Written Case Analysis Assignment

- The assignment is due at the beginning of class on the day indicated.
- Late assignments will not be accepted.
- In addition to the content, written assignments will be graded on writing quality. It is important in business writing to be clear, direct, and persuasive. Use headings to organize your thinking and help orient the reader. The overall impression is also very important. Spelling errors, sloppy formats, poor grammar, etc., give the impression of sloppy thinking, carelessness, and lack of regard for your ideas and the assignment. If you know writing is not your strength, get some help. Good options within NYU are the Writing Center (269 Mercer St., Room 230, 998-8866) and the American Language Institute (48 Cooper Square, 2nd fl. 998-7040).
- The focus of the memo is on a recommendation – not a restatement of the decision situation. Your recommendation should be based on solid quantitative and qualitative analysis. This means that you should support your recommendation by demonstrating why your chosen recommendation is the best alternative (e.g., lowest risk, least expensive, best strategic fit, etc.) and why it is good to discount other options. Your memo should open with a brief statement of your recommendation, then be followed by a discussion of your analysis, and concluded with a broader perspective of the recommendation. The exhibits do not provide extra text pages; they should be used to support your analysis (e.g., diagrams, tables, trend-analysis). Do not feel that you must use one of the recommendations presented in the case. You can be creative as long as you are also realistic and tempered by your analysis.
• The case is designed primarily as a tool to help you think more clearly about product positioning. This is one of the most important concepts in marketing in that most companies do not have the resources to be all things to all people – in essence they have to decide where they will get the “best for the buck” and how to do that. Thus product positioning bridges a company’s strategic focus and its more tactical marketing mix decisions.

• The questions that the case write-up (memo) should answer will be posted on the class website at a later date.

**QUANTITATIVE EXERCISE**

This assignment is based on Case D-13 that appears on page 648 of the assigned text. Please answer the questions at the end of the case, using no more than 1 page per question. Attach your calculations as exhibits. It might be helpful to review Appendix B, pages 390-397, in advance prior to attempting this assignment. This assignment is to be submitted on an individual basis.

**CORE ENHANCEMENT: PERSONAL MARKETING PLAN ASSIGNMENT**

This one credit Core Enhancement is designed to extend your knowledge of marketing. This enhancement involves learning how to write a marketing plan and requires synthesizing the material you learn throughout the semester. Lecture materials will be enhanced with materials provided by your teaching assistant, and one-on-one meetings held with your teaching assistant.

The Personal Marketing Plan assignment is something that you should develop over the course of the semester. It provides an opportunity for you to apply the concepts learned in class to the creation of a strategic marketing plan for yourself, to guide your efforts in your career and job search. A complete description of this assignment will be available on the Course Website. I recommend that you read it thoroughly, so that you know what is involved and can start thinking – and making notes right away!

The page limit for the Personal Marketing Plan is 6-8 pages with an upper limit of 8, plus up to 2 pages of exhibits, if you want. Be sure to follow all guidelines for written assignments. You may follow the outline in the assignment description or, if you are sure you have included all of the information in the outline, you may present it in another format (perhaps one that does a better job of reflecting who you are!).


**MARKETING RESEARCH ASSIGNMENT / SUBJECT POOL**

Companies often need to learn more about their current and potential customers – who they are, what they want, how they make choices, how they use products, etc. One of the best ways for them to gather information is to design and conduct research studies themselves, or to engage an
outside company to do it for them. We will discuss the marketing research process in class, during Sessions 11 and 12 (Chapter 8).

The Marketing Research Assignment is designed to enrich your understanding of the value of research to the formulation of sound marketing strategy. It consists of two options -- you can choose either one, or a combination of both. That is, to satisfy the Marketing Research Assignment, you need a combined total of three experiments and/or Marketing Research Exercises.

**Option 1: Subject Pool Participation.** The first option is participation in the Marketing Department Subject Pool. This gives you an opportunity to be part of marketing research in action and later evaluate it with the advantage of firsthand experience. With this option, you will be a subject (participant) in three studies (under an hour each) currently being conducted by Marketing Department faculty. (Note that while the people running the studies are usually Ph.D. students, they are conducting the research for or with members of the Marketing Department faculty, who supervise them closely.) Once these studies are finished, you will receive written debriefings on each. It is also likely that we will discuss the purpose, design, implications, etc., of at least one of these studies in class as an example of what can be learned about consumers through research.

Participation in the Subject Pool is easy and usually enjoyable for most students. All you have to do is show up for the studies and follow instructions. You may participate in one, two or three studies but you must participate in a combined total of three studies and/or Market Research Exercises (see Option #2 below for more information). While the studies are usually fun, they are also serious. Therefore, you should take them seriously and provide honest and careful responses to all questions you are comfortable answering. You will not be required to answer any question(s) that make(s) you feel uncomfortable. Sign-ups will occur on-line three times during the term (once for each study assigned to our class) and the sessions for that study will usually occur within the next week or two. I will announce when sign-ups become available for each study.

At the beginning of each study, the experimenter will explain what the study is about, what your rights are as a participant in the study, and any risks or special benefits of participation. You will be asked to read and sign a consent form stating that you agree to participate in the study. You will be given one copy of the consent form to keep. If you prefer not to participate in the study, or if you withdraw from the study once you begin, you may complete one of the Marketing Research Exercises described below (see Option #2) and will receive the same credit as if you had completed the experiment.

**For students who will be under 18 years of age:** If you would like to participate in the subject pool studies but are under 18 years of age, it is a Federal government and a University requirement that you must provide a signed consent form from your parent or legal guardian for each experiment you participate in. Please see me if you are under 18 and would like to participate in one or more experiments. I will provide you with a copy of the parental consent form for each experiment. Please ask your parent or legal guardian to read and sign the form. The form must then be returned to me prior to your participating in the experiment. Note that if
you prefer to do the three marketing research exercises described as “Option 2” below, you do
not need to have your parent or legal guardian complete these forms.

**Option 2: Marketing Research Exercises.** As an alternative to participating in one, two or
three Subject Pool studies (Option #1, above), a second option is to complete one, two or three
Marketing Research Exercises. Each exercise involves a write-up no longer than one page and
will give you additional experience with marketing research and its application to marketing
strategy. These exercises are due on the last day of class. No exceptions will be made, so please
plan ahead.

The marketing research assignments that are alternatives to participating in the subject pool are
listed on the course web site and are as follows:

1. Designing a Survey (Howlin' Coyote Chili): Read Appendix A of Chapter 2. Paradise
   Kitchens often does taste tests to evaluate new chilies that might be added to its Howlin' Coyote
   line. As part of the taste test, participants are asked to complete a short questionnaire
   summarizing their reactions. You have been asked to design this questionnaire. Create a one-
   page (max.) questionnaire that includes questions on the following:

   - a. The respondent's reactions to the chili tasted
   - b. Good names for the new chili
   - c. How often the respondent eats chili
   - d. The most useful additional question(s) that fit within the page limit

2. Generating Ideas (Breathe Right): Read the Breathe Right case at the end of Chapter 7. CNS
   and 3M have employed you to generate ideas of characters and situations for advertisements
   targeting "snorers." Brainstorming is often used to come up with new advertising ideas.
   Assemble a group of at least 4 people for a brainstorming session and do the following:

   - a. Tell them the objective of the session
   - b. Give them the rules for brainstorming. These are:
     1. Strive for quantity of ideas, without special concern for quality.
     2. Feel free to "piggyback" on others' ideas.
     3. Be creative and try looking at the problem from another viewpoint.
     4. DO NOT evaluate or criticize AT ALL during the session.
   - c. Give them 5-7 minutes to generate ideas and record as many as you can.
   - d. Write one page (max.) indicating: the number of participants, the number of ideas they
     generated as a group, the advantages of this technique, and the disadvantages of this
     technique.

3. Analyze the Clearly Canadian case on pages 631-633 of the text and write a one-page (max.)
   response to the questions at the end of the case.
GRADING POLICIES AND APPROACH

General

At the Stern School, students are graded on the quality of their work. We very much appreciate hard work and it is usually necessary to work hard in order to produce high quality work. However, effort alone is not sufficient for a good grade. Recall that Stern is the most selective undergraduate program at NYU and one of the top-rated undergraduate business programs in the country. You are here because you are exceptional students, but that also means the school expects a lot from you. Your TA and I will be very responsive to students who need extra assistance, but the standards are high and should be. That’s why Stern students are so highly regarded and what makes your degree valuable.

Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class. If you have a learning disability that may affect your performance, please let me know immediately, so that we can make arrangements to accommodate your needs now (in consultation with the Moses Center, if appropriate), rather than at the last minute.

Do not discuss any details of written assignments, or exams with students in other sections until after these assignments have been returned to you with grades. In making the final grade determinations, I will be comparing notes with the professors teaching the other sections of this course.

Likely Grade Distribution

A  Approximately 30% of students
B  Approximately 40-50% of students
C+ and lower  Approximately 30-20% of students

Rebuttals

If you feel that a calculation or judgment error has been made in the grading of an assignment or exam, please write a formal memo to your TA describing the error and give it to your TA (in class or place it in my mailbox) with the original graded document. Also include documentation in support of your opinion (e.g., a photocopied page from the textbook with the relevant information highlighted). The TA will make the decision and I will review the TA’s decision. Your TA will then get back to you as quickly as possible with an answer. Please note that any request for re-assessment of a grade usually results in re-grading the ENTIRE assignment or test. (This means that if errors are detected in the grading of other sections, they will also be corrected, whether they are in your favor or not.)

Students have one week after an assignment has been returned to them to submit a grade rebuttal. After that date, no rebuttals will be accepted. If you are late picking up your assignment because you are not in class, you will not receive extra time to turn in a grade rebuttal.
Cheating/Plagiarism

**Cheating and plagiarism will NOT be tolerated.** Either will result in the grade of “F” for the assignment and exam for all parties involved. Violations of the Stern Student Code of Conduct ([http://www.stern.nyu.edu/OSA/student.html](http://www.stern.nyu.edu/OSA/student.html)) may result in referral to the Stern School Discipline Committee and legal action by the University. As stated in the Stern Student Code of Conduct:

**Cheating:** [During an exam] All communications, written, oral or otherwise, among students is forbidden …. The use of notes, books or other written materials calculators or other aids is forbidden…. Providing or receiving information about the content of an exam is forbidden …. The use of anyone else to take an exam for a student is forbidden.

**Plagiarism:** Students are required to submit their own work. Ideas, data, direct quotations paraphrasing or any other incorporation of the work of others must be clearly referenced. To do otherwise constitutes plagiarism. Examples of plagiarism include:
- The use of other persons or services to prepare written work that [the student submits as his or her] own.
- The use of previously or concurrently submitted papers or segments thereof written by ... the student himself or herself; and
- Submission of the same or very similar papers in different sections of multiple section courses by collaborating students.

The behaviors just described are not all-inclusive, but only examples of plagiarism and other forms of cheating. No form of cheating or plagiarism is acceptable. Since students in other sections of this course may have the same or highly similar assignments and exams, it will be considered a violation of the Stern Ethics Code if a student from one section that has completed an assignment or exam shares information with a student in another section that has not yet completed that assignment or exam. Further, according to the Stern Student Code of Conduct, if a student has knowledge of or observed a violation of the Code of Conduct, he or she is obligated to report the incident to the instructor.

**Extra Credit**

There are NO opportunities to improve your grade through work for extra credit.

**MISCELLANEOUS**

Getting the Information You Need

The TA and I will use two methods – in class and e-mail – to make announcements of such things as syllabus revisions, updates of the lecture slides, details on assignments, grade breakdowns, and any other important information about which you need to be aware. Not every announcement will be made both ways. It is your responsibility to check your e-mail and Blackboard website at least once a day during the week (Monday through Friday) and you will
be expected to be aware of any e-mail announcements within 24 hours of the time the message was sent. If for some reason you are not able to check your e-mail, find out from a classmate whether anything was sent that you need to know. It is also your responsibility to be aware of all announcements and handouts given in class. If you miss a class, get copies of materials from classmates. Do not ask the TA or me to review what happened in class. If you are having trouble with e-mail or the class web site, read the notes below before contacting me.

If you have trouble hearing in class because of distractions around you, quietly ask those responsible to stop. If the distraction continues, please let me know.

**Seating Assignments & Name Cards**

So that the TA and I can learn your names, when you come to the second class, please choose a seat in which you will be comfortable and try to keep the same seat for the rest of the semester. On the first day of class I will provide name cards. Please bring and use them in every class. If you forget your name card, you may be marked absent and not given credit for participating in class.

**Using E-mail and the Course Web Site**

First, I am not a computer consultant and neither is the TA. Here are some helpful hints concerning use of e-mail and the course website. Many of you are undoubtedly conversant on this subject and will not need to read them. However, if you have trouble and are still having trouble after using the instructions below, check first with at least one consultant in the Stern computer lab. If he or she cannot resolve your problem, then try asking the TA, but I offer no guarantees!

**Your E-mail address.** Once you are registered for this course, the registrar will send your name to our computer folks and, if you don’t have one already, a Stern e-mail address will be created for you. Your default password will be your social security number, so change it as soon as possible. To do this, simply visit the Simon web site (http://simon.stern.nyu.edu), log in with your Stern ID and password, and click on “Change Password.” If you do not have a Stern e-mail address or cannot access it, see someone in the Stern computer lab in Tisch Hall (Room LC-13; Phone: 998-0399). If he or she can’t help you, ask to see a supervisor.

If you would prefer to receive e-mail from me at an address other than your Stern e-mail address, have your Stern e-mail forwarded to your preferred address. To do this, simply visit the Simon web site (http://simon.stern.nyu.edu), log in with your Stern ID and password, and click on “E-mail Options.”

**Stern Policy on Lateness**

There have been overwhelming complaints, mostly from students, over the past few years about disruptions caused by latecomers to class. Lateness will be looked upon unfavorably, and be penalized should these instances of lateness become chronic or be disruptive of class proceedings.
Your Name: ____________________________
Contact phone #:____________________________
Major(s): ____________________________
Preferred e-mail address  Expected graduation date:_________________
(print clearly): _______________________   ________________

1) Please read the following statement and indicate your agreement by providing your signature below. (Before signing you should be sure to read the syllabus thoroughly).

“I have read the syllabus thoroughly. I understand and agree to the requirements associated with this course.”

___________________________________________ _________________
Signature   Date

2) List here any class you might miss for religious observance.

3) What are your 5 and 10-year career goals? (Use the back if you run out of space.)

4) What is your recent work experience?

5) Tell me something else about yourself that is important to you and/or makes you unique (your interests, hobbies, background, talents, collections, etc.)

6) What do you expect to get from this course? How does the course fit your career goals?