MKTG 303 Course Outline
Principles of Marketing
Fall 2020 | Section 017 | 100% Online

Instructor: Dr. Sharaya M. Jones
Email: sjones72@gmu.edu
Office: 218 at 9900 Main Street, Fairfax, VA 22031
Office Hours: By Appointment

Course Information
3 credits | 100% online | group work required

This course will be delivered online via Blackboard Learning Management System (LMS) housed in the MyMason portal. Access to MyMason and Mason email are required to participate successfully in this course. Go to the IT Support Center website if you need assistance with your email or password.

A web camera and connection to web browser lock down Respondus are required to take the exams in this course. Your actions will be recorded during each exam. Any “unusual” behavior will be auto-flagged by Blackboard and then reviewed by the instructor for possible Honor Code violation.

There are several format options for the course textbook, to include hardback paper, loose leaf paper, eBook, renting and sharing.

I strongly advise purchasing the eBook with Connect/LearnSmart. Students who make that selection learn the course material faster and get higher grades. However, Connect/LearnSmart is optional and not required. Note you can purchase Connect/LearnSmart separately but the best value is the eBook with Connect/LearnSmart included. To make that purchase online, click on the course tab “Learn Here: Weekly Modules” “Module2” scroll to and click on “2.1 LearnSmart Assignments.” Then click on “Chapter 1. Overview of Marketing” and follow the prompts to access the free two week trial, or register your Connect

code or purchase the eBook with a Connect code. To purchase Connect online you will need a credit card. Make sure the email address you use is your GMU EMAIL ADDRESS ONLY.

Required HBPE Case Study Coursepack: Seven (7) Harvard Business Publishing Education cases to be used for class discussions. Available for purchase in a coursepack through the following link: https://hbsp.harvard.edu/import/750345

Course Objectives
This course has been designed to meet the following objectives:

• Introduce students to the terminology, functions, institutions and philosophy of marketing and market-driven decision-making, with emphasis on the role of technology.
• Span the contexts of product marketing, service marketing and idea marketing both for profit and non-profit organizations, in a variety of settings, especially global competition.
• Build marketing application skills by examining the practices of real-world organizations.
• Develop marketing application abilities through the development of a team-created rudimentary marketing plan.
• Explore careers available to marketing majors.

This course also supports the following School of Business Learning Goals:

• Goal 1: Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.
  o Introductory marketing draws upon many sister disciplines including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management and statistics. This course has an entire chapter devoted to international marketing and trade. The issues of marketing standardization versus adaptation underscore the concepts of comparing and contrasting cultures. Examination of international trade institutions such as EU, GATT, IMF, and WTO exemplify the commitment to understanding global trade. Additionally, each textbook chapter features international cases, examples or cases. The book for this course features an entire chapter marketing ethics. Additionally each of the nineteen chapters has a separate ethical dilemma example that range from issues of junk food, targeting seniors, price discrimination for “ladies’ night” at bars to spying on consumers. The group project includes a section on business model sustainability and company social responsibility. The chapter “Analyzing the Marketing Environment” includes an overview presentation of the major regulatory and legislative initiatives that impact marketing practice. Examinations require students to understand, apply and synthesize a variety of marketing issues, concepts, approaches and principles in a comprehensive, strategic approach. Key elements of the marketing plan require an explanation and defense of recommended courses of action.
• Goal 2: Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.
  o This section of Marketing 301 requires all students to demonstrate their writing and speaking skills by composing and presenting a rudimentary marketing plan using Word and
PowerPoint. Students will also be graded on their written class participation. Students in this class will be part of a group working on the class project that requires you to conduct research and make recommendations. That project requires communication, cooperation, leadership, decision making and group consensus finding. Part of the class project includes market and consumer analysis that underscores group and individual differences based on age, geography, ethnicity, gender, and income.

- **Goal 3:** Our students will demonstrate technical and analytic skills appropriate for success in business.
  - This course requires students to send and receive e-mail, take on-line quizzes and submit results, access and navigate the Blackboard and Connect Marketing learning system, access and view streaming media, including web-based narrated PowerPoint slides, conduct on-line research, and create Word and PowerPoint project documents.

- **Goal 4:** Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.
  - Topics throughout this course include elementary understanding of accounting, information systems and supply chain management topics.

- **Goal 5:** Our students will demonstrate knowledge and skills appropriate for specialization in their majors.
  - Discipline competence will be measured in this course using exams, composition of a rudimentary marketing plan, written homework assignments and class discussions. Each assignment is time-stamped and provides a unique contribution to assurance of learning documentation.
  - For most students the course will be their first and last university-level class in marketing. Central to the purpose of this course is to insure students understand the role and importance of marketing in all organizations. Therefore, understanding the essentials of marketing as applied to all institutions as well as self-marketing is the central feature demonstrating discipline competence.

- **Goal 6:** Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.
  - This course requires students to use GMU’s online databases such as Mergent, IBIS World and Mintel Oxygen to conduct their semester research project. This course requires students to send and receive e-mail, take on-line quizzes and submit results, access and navigate the Blackboard and Connect Marketing learning system, access and view streaming media, including web-based narrated PowerPoint slides, conduct on-line research, and create Word and PowerPoint project documents.
Evaluation and Grades – How You Make “The Grade”

Each student shall be judged on the basis of the extent to which the student has command of the course materials and subject matter. Some of your contribution is performed within a team and is therefore dependent on team performance.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>LearnSmart Assignments</td>
<td>0%</td>
</tr>
<tr>
<td>Final Exam Practice Quizzes</td>
<td>0%</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Group Project</td>
<td>30%</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
</tbody>
</table>

LearnSmart Reading Homework (0%)

Not counted toward final grade but learning is quicker and better. #WorkSmarterNotHarder

LearnSmart is an online course management tool (accessible on laptops, tablets or smart phones) that combines your eBook with practice questions to test your understanding of key concepts and to pinpoint the topics on which you need to focus. Each weekly module in Blackboard has a folder that contains direct links to the LearnSmart reading assignments. You will need the access code you purchased with your textbook to create an account and to log-in the first time only. You will not need to log-in again.

Start by reading the paragraphs highlighted in yellow. Those are the key concepts in that chapter. To complete your assignment, you will need to toggle between reading and answering questions (please note a button in the left bottom corner of your screen called “Practice”). The “practice” button will flash to remind you it is time to check on your progress. You will notice that the paragraphs highlighted in yellow will turn green after you answer the questions pertaining to those concepts correctly. It means you are ready to move on to the next section/paragraph. Please note that you are expected to read the entire chapter, not just the highlighted paragraphs.

LearnSmart assignments will not be used for final grading in this course. So, if you use a hardcover book instead, it will not impact your grade.

Chapter Quizzes (10%)

Quizzes will help you check your comprehension of key concepts and help you prepare for the exams. You have to take a quiz in Blackboard for each chapter you read. Quizzes contain 10 questions worth 1 point each. You will have up to 15 minutes to complete each quiz. However, you will also have up to 2 attempts for each quiz. Only your highest grade will be recorded in the grade center. Moreover, you will also be pleased to know that your quiz questions are randomly selected from the same pools of questions used for your exams. The more you practice the higher your exam scores will go.

Class Discussions (20%)

This course has a total of 11 discussion board forums, including introductions and class wide case discussions.
You are required to make your initial post by 11:59 PM on Wednesday and post replies to your classmates by 11:59 PM on Sunday.

Exams (40%)
There are three exams in total.
1. Exam 1 covers chapters 1 – 8 (weighted 100 points)
2. Exam 2 covers chapters 9 – 17 (weighted 100 points)
3. The Final Exam covers chapters 1 – 19 (weighted 200 points).

Format:
- Exams 1 & 2 have 50 multiple choice questions and the final exam has 100 questions.
- All exams must be taken by the due date noted in the Course Calendar.
- Exams are timed (up to 75 minutes for Exams 1 and 2 and two hours for the final exam). Only one attempt is allowed, so make sure you find a quiet place with a reliable internet connection to take your exam without any interruptions.

Technology Required:
- Exams in this course require all students to use the Respondus Lockdown Browser with a camera monitor. Please note that you cannot take the exam using a standard browser such as Safari, Firefox, Chrome, Microsoft Edge, or Internet Explorer.
- The LockDown Browser application needs to be installed on your computer first.
- The link to detailed instructions is posted in Blackboard. You could also go directly to the ITS website using the following url: https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/
- Attention: a web camera is required to take your exam. You will be recorded during the exam. Any "unusual" behavior will be auto-flagged by Blackboard and then reviewed by the instructor.

Group Project: Marketing Plan (30%)
For business majors, collaboration is an essential skill needed for a career in geographically dispersed organizations. It is not an easy task to handle especially when distance is involved. Get started right away by reaching out to your groupmates and agreeing on roles and responsibilities, schedule and collaboration method. For some, it might be a conference call or even a face-to-face meeting on a specific day. Some might prefer to collaborate on Google Docs or use Group Discussion Forum in Blackboard. You choose what works for your group. You will work in the same group throughout the semester.

Three team-based marketing plan assignments are due throughout the course. Each assignment will address a specific section of the Marketing Plan Template. Each section is due according to the schedule listed below. Grades for each assignment are TEAM grades that will be adjusted according to peer evaluation conducted during the final week. See the Marketing Plan Template for Guidance. See documents in the “Marketing Plan” folder of Blackboard. ONLY .doc FILES ARE ACCEPTABLE.

By the end of Module 3, you need to submit a group charter.

You will work on the following assignments with your group:
- Start working on Marketing Plan Deliverable # 1:
  Choose a brand for the marketing plan and submit research plans (by the end of Module 3).
Here is a checklist for selecting a brand for your marketing plan:
1. Does the brand represent something that will advance your professional interests?
2. Will you be able to obtain existing sources of information about the brand?
   a) Industry data, such as age, size, growth, competitors and regulatory oversight.
   b) Brand data, such as sales, market share, and growth, using sources such as Mintel Oxygen, Mergent, IBS World, Yahoo Finance 10K, Hoovers and Lexus-Nexus (all available online through GMU Library).
   c) Customer data, such as reasons they select the brand, reasons they reject the brand, customer satisfaction for the brand, and frequency of purchase, using sources that capture the voice of the customer, such as Yelp, Consumer Reports, Google, Bing and similar customer evaluation sources.
   d) Experience data, such as trying or using the brand, interviewing managers and staff of the brand.

Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Modules</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module 1: Introductions</td>
<td>• Discussion: Introductions</td>
<td>Due Date: Aug. 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion: REI #OptOutside Case Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Overview of the course, review course requirements</td>
<td>Discussion: Initial Posts by Wednesday &amp; reply by Sunday</td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 2: Overview of Marketing</td>
<td>• Read: Chapters 1 and 2 and answer LearnSmart practice questions for each chapter</td>
<td>Due Date: Sep. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quizzes: Chapters 1 and 2</td>
<td>Quizzes: Sep 6 at 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion: HBP Case “FitBit: The Business about Wrist Case Study”</td>
<td>Discussion: Initial post Wed. &amp; reply by Sunday</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 3: Social and Mobile Marketing; Responsibility and Ethics; Marketing Environment</td>
<td>• Read: Chapters 3, 4, and 5 and answer LearnSmart practice questions for each chapter</td>
<td>Due Date: Sep. 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quizzes: Chapters 3, 4, and 5</td>
<td>Quizzes: Sep 13 at 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Library Tutorial</td>
<td>Discussion: Initial post Wed. &amp; reply by Sunday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Group Project: Groups formed, roles assigned, group assignments introduced. Compose your team charter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Discussion: Our brand for the marketing plan and research plans</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 4: Understanding the Market Place (consumer,</td>
<td>• Read: Chapters 6, 7, and 8 and answer LearnSmart practice questions for each chapter</td>
<td>Due Date: Sep. 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quizzes: Chapters 6, 7, and 8</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Modules</td>
<td>Assignments</td>
<td>Due Dates</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
|      | business to business marketing, global marketing) | • Discussion: HBP Case “Ben & Jerry’s – Japan”  
• Group Project: Collaborate with your teammates on Course file “Marketing Plan Template.” | Quizzes: Sep 20 at 11:59pm  
Discussion: Initial post Wed. & reply by Sunday |
| Week 5 | Module 5: Exam # 1 | • Take Exam 1  
• Group Project: Submit your group Marketing Plan Deliverable # 1 (Marketing Plan Draft 1) for grading | Due Date: Sep. 27  
Exam: Sep 27 at 11:59pm  
Group Project: Sep 27 by 11:59pm |
| Week 6 | Module 6: Segmentation, Targeting and Positioning | • Read: Chapter 9 and answer LearnSmart practice questions for each chapter  
• Quiz: Chapter 9  
• Group Project: ZIPcar Marketing Plan Class Submission  
• Discussion: HBP Case “Chase Sapphire: Creating a Millennial Cult Brand” | Due Date: Oct. 4  
Quiz: Oct 4 at 11:59pm  
Discussion: Initial post Wed. & reply by Sunday |
| Week 7 | Module 7: Marketing Research and Value Creation | • Read: Chapters 10, 11, and 12 and answer LearnSmart practice questions  
• Quizzes: Chapters 10, 11, and 12  
• Discussion: HBP Case “Does Mattel's Iconic Barbie Doll Need a Makeover?”  
• Group Project: Collaborate with your teammates on “Marketing Plan Template" Draft 2 | Due Date: Oct 11  
Quizzes: Oct 11 at 11:59pm  
Discussion: Initial post Wed. & reply by Sunday |
| Week 8 | Module 8: Services | • Read: Chapter 13 and answer LearnSmart practice questions  
• Quiz: Chapter 13  
• Group Project: Continue on Marketing Plan Deliverable # 2 (Marketing Plan Draft 2) | Due Date: Oct 18  
Quiz: Oct 18 at 11:59pm |
| Week 9 | Module 9: Group Assignment | • Group Project: Submit Marketing Plan Deliverable # 2 (Marketing Plan Draft 2) for grading | Due Date: Oct. 25  
Group Project: Oct 25 by 11:59pm |
| Week 10 | Module 10: Value Capture | • Read: Chapter 14 answer LearnSmart practice questions  
• Quiz: Chapter 14  
• Discussion: HBP Case Study: “Uber Pricing Strategies and Marketing Communications.” | Due Date: Nov. 1  
Quiz: Nov 1 at 11:59pm |
<table>
<thead>
<tr>
<th>Week</th>
<th>Modules</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Discussion:</strong> Initial post Wed. &amp; reply by Sunday</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Module 11: Value Delivery</td>
<td>• Read: Chapters 15 and 16, answer LearnSmart practice questions</td>
<td>Due Date: Nov. 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quizzes: Chapters 15 and 16</td>
<td>Quizzes: Nov 8 at 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion: HBP Case: “Beyoncé”</td>
<td>Discussion: Initial post Wed. &amp; reply by Sunday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Module 12: Exam # 2</td>
<td>• Take Exam 2</td>
<td>Due Date: Nov. 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exam: Nov 15 at 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Module 13: Value</td>
<td>• Read: Chapters 17, 18, and 19, answer LearnSmart practice questions</td>
<td>Due Date: Nov. 22</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>• Quizzes: Chapters 17, 18, and 19</td>
<td>Quizzes: Nov 22 at 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion: HBP Case “Casper Sleep Inc.: Marketing the “One Perfect Mattress for Everyone.”</td>
<td>Discussion: Initial post Wed. &amp; reply by Sunday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Module 14: Group</td>
<td>• Group Project: Submit your group Marketing Plan (final deliverable) for grading</td>
<td>Due Date: Dec. 2</td>
</tr>
<tr>
<td></td>
<td>Assignment # 3</td>
<td>• Prepare for the Final Exam</td>
<td>Group Project: Dec 2 at 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Module 15: Wrap-Up</td>
<td>• Course Wrap-Up</td>
<td>Due Date: Dec. 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Course Evaluation</td>
<td>Exam: Dec 16 at 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Take Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
Student Responsibilities

Participation
You are responsible for reading all assigned materials, listening and taking notes of weekly lectures, submitting all weekly assignments by the due date, logging into your course at least 3 times a week, and actively participating in class wide and group discussions. If there is a definition, concept or principle you do not understand, it is your responsibility to ask for clarification. Please use the “Ask the Instructor” Discussion Forum or schedule an appointment.

Exam Processes
You will take three closed book, closed notes exams in this course – two hour exams and a final. Any use of electronic devices during testing times can be interpreted as a violation of the University Honor Code. These devices include cell phones, electronic translators, calculators, and similar devices. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Honor Council.

Prerequisites and Registration
Prerequisites for the course are sophomore standing.

Disability
Students with disabilities that require special accommodation should contact the Student Disability Office (ODS) at 993-2474. All academic accommodations must be arranged through the ODS.

Community Standards of Behavior
The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the SOM community. In doing so, they agree to abide by the following Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. SOM can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the SOM. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

Mason Honor Code
Academic honesty is important to maintaining the integrity of our university and ensuring that your degree will earn you the respect you deserve. Students are expected to follow the honor code as presented in the University’s publications. Therefore:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:
Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

For this course, three fundamental principles to follow at all times are that: (1) all work submitted be your own (on individual assignments) or your teams (on team assignments); (2) when using the work or ideas of others give full credit through accurate citations; and (3) when conducting the semester project you do not make-up resources. If you are uncertain about the directions on a particular assignment, ask for clarification.

Any course assignments that are determined to be in violation of the University Honor Code will be immediately referred to the Office of Academic Integrity for resolution. Sanctions for honor code violations will be based on the School of Business Recommendations (see chart on next page).

See the “Honor Code” section of the George Mason University Student Handbook or http://oai.gmu.edu/the-mason-honor-code-2/ for additional information about academic integrity.

The following paragraph is taken from http://oai.gmu.edu/the-mason-honor-code-2/

Students are expected to follow the honor code as presented in the University's publications. Infractions or appeals may be referred to the Honor Council for resolution.

It shall be a violation of this Honor Code to Lie, Cheat or Steal. The following list is illustrative of Honor Code violations but is not exhaustive: Assignments (including examinations) are to be the sole work of the student unless specifically authorized otherwise by the professor. To give, receive, or utilize unauthorized assistance in preparation for or during an assignment is a violation of this Honor Code. To continue working on an assignment or an examination beyond the allotted time period. To plagiarize. To fail to report a suspected violation when a student has reasonable cause to believe that an Honor Code violation has occurred.

Students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically - Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

Diversity

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not
Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed. See http://ctfe.gmu.edu/professional-development/mason-diversity-statement/

Anti-Racism
As a member of the George Mason University community, the <enter here the name of your school/college, department> plays an integral role in building an educational environment that is committed to anti-racism and inclusive excellence. An anti-racist approach to higher education acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of racism against Black individuals and other people of color contribute to inequality and injustice in our classrooms, on our campuses, and in our communities, and it strives to provide our community members with resources to interrupt cycles of racism so as to cultivate a more equitable, inclusive, and just environment for all of our students, staff, faculty, alumni, and friends, regardless of racial background.

To be anti-racist means:

- To make constant, conscious decisions to interrupt racism and cultivate equity, inclusion, and justice for people of all racial backgrounds, and in particular those from Black communities and other communities of color, who are most likely to bear the direct and indirect costs of systems of white supremacy;
- To interrogate histories of white supremacy and white-dominant culture, and to examine the ways in which these histories have impacted our individual beliefs, our interpersonal relationships, our institutional and structural policies and processes, and our entire society;
- To make a commitment to being responsible for our own relationships to, and actions within, systems of white supremacy; and
- To cultivate a practice of self-awareness and self-reflection that allows us to critically evaluate our own role in upholding white supremacy and identify the ways we can interrupt cycles of racism at the individual, interpersonal, institutional, and structural levels.

We believe that the work of anti-racism starts with each individual, and that in cultivating an anti-racist approach to research, scholarship, and practice, our students will build a skillset rooted in principles of equity, inclusion, and justice that they will carry with them throughout their lives.

For more information on how to continuously cultivate the practice of anti-racism, see this guide from the National Museum of African American History and Culture on how to be anti-racist: https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist

[This anti-racism statement was prepared by Dr. Charles Chavis, Assistant Professor in the Jimmy and Rosalynn Carter School of Peace and Conflict Resolution]

Names and Pronunciation
If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. For example, I use “she/her” for myself and you may address me as “Sharaya”, “Dr. Jones” or “Professor Jones” in email and verbally.
School of Business Community Standards
The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Think about this class as a job interview. Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you text during a job interview? Would you demonstrate respectful and civilized word choice?

Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following

Community Standards of Behavior:
- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment and ensure every member the opportunity to pursue excellence.

The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business.

Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

Other Useful Resources and Information:
- Writing Center: A114 Robinson Hall; (703) 993-1200; [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu)
- University Libraries: “Ask a Librarian” [http://library.gmu.edu/ask](http://library.gmu.edu/ask)
- Student Support and Advocacy Center [http://ssac.gmu.edu/](http://ssac.gmu.edu/)
- Counseling and Psychological Services (CAPS): (703) 993-2380; [http://caps.gmu.edu](http://caps.gmu.edu)
- Learning Services [http://learningservices.gmu.edu/](http://learningservices.gmu.edu/)
- School of Business Academic Advising [http://business.gmu.edu/undergraduate/academic-advising/](http://business.gmu.edu/undergraduate/academic-advising/)
- School of Business Career Services [http://business.gmu.edu/undergraduate/career-services/](http://business.gmu.edu/undergraduate/career-services/)
- University Career Services: [http://careers.gmu.edu](http://careers.gmu.edu)
- IT Services [https://itservices.gmu.edu/help.cfm](https://itservices.gmu.edu/help.cfm)

University Policies
The University Catalog, [http://catalog.gmu.edu](http://catalog.gmu.edu), is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at [http://universitypolicy.gmu.edu/](http://universitypolicy.gmu.edu/). All members of the university community are responsible for knowing and following established policies.

Personal Challenges
GMU and SOM provide students with significant resources to navigate the challenges of daily life. They include
the Writing Center, Counseling and Psychological Services (CAPS), and several other student services. SOM majors should visit the Office of Academic and Career Services in room ENT 008 for more information.

Teams
Several assignments will be conducted through team efforts. These assignments include eight in-class assignments and a marketing plan presentation. Team work is always a challenge. On one hand there are free riders and alternatively, there are domineering people who refuse to listen to the thoughts of others. Each member has the responsibility to make the team work. As an incentive to assure team cooperation, each member will privately evaluate all members of the team at the end of the semester.

Late Work
Assignments delivered late will be penalized 10% for each class day missed.

Use of E-Mail
Consistent with federal privacy laws, I do not respond to non-gmu e-mail with confidential information. I respond only to YourName@gmu.edu e-mail.