Digital Marketing Strategy
RDMD 102
Term: Fall 1
July 18 - September 26, 2018 (10 Weeks)
Online Course Week: Wednesday - Tuesday

Instructor Information:
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Phone: 615-513-6332

Virtual Office Hours:
By appointment – anytime Mon-Fri and weekends as needed via phone or Zoom

Course Site: https://moodle2.brandeis.edu/course/view.php?id=7557
I. Course Description

The Digital Marketing Strategy course is set up as a strategic and practical guide to diagnosing marketing gaps and opportunities for any organization - from high-growth B2B technology and SaaS companies to budding consumer brands. The course is designed to teach the fundamentals of Marketing the Future - the new ways brands connect with their customers and make a ripple in their markets - marketing based on trust, authority (expertise + reputation), and consistency. Included in the foundational topics covered in this class are the three stages of marketing:

- Marketing of the Past, or the “Mad Men” era
- Marketing of the Present (1980 to 2000), or the Infomercial era
- Marketing of the Future (2000+), or the "Agile/Always in beta" era

In addition, this course will look at the principles of paid, owned, and earned as converged digital marketing, and the role of expertise and authority for community recognition, engagement and following.

The practical aspects of the course - covered in Weeks 6-9, will entail diagnosing, within groups of 3/4 students, a company of choice across 5 key marketing areas:

1. Positioning and messaging (via specific website and competitive analysis framework)
2. Diagnosis of paid and earned opportunities within search and social platforms
3. Understanding and assessment of market buzz
4. Identification of popular domain themes and topics
5. Prioritization of marketing channels

Week 10 will be the culmination of the course. During this final week, group presentations we be showcased using the Digital Authority approach developed by Scratch Marketing + Media. This course is intended as a comprehensive digital marketing primer - equipping students with the core skills to be successful in joining a marketing team and making an impact - at the strategy or specific divisional level.

II. Materials of Instruction

a. Required Texts: Required text or videos are noted for each week. For those interested in reading my top book picks, here’s an initial list:
   ○ Guy Kawasaki’s blog: http://blog.guykawasaki.com/
   ○ Geoffrey A. Moore – Crossing the Chasm
   ○ Ron Ricci, John Volkmann: Momentum
David Aaker: Building Strong Brands
Clay Christensen – Innovator’s Dilemma
Barry Schwartz: The Paradox of Choice

b. Required Software
   Use of specific online tools will be detailed for each course. Students will learn to use digital listening and analysis tools such as SocialMention.com, Crimson Hexagon, Google Adwords/SearchMetric, SimilarWeb, Foller.me, among others

c. Overall Course Outcomes
   After successfully completing this course, students will be able to understand the fundamentals of marketing strategy, including complete assessment of gaps and opportunities for companies of all size.
   Students will be able to provide the larger context for marketing plans, critically assess the need and applicability of new marketing models such as Digital Authority, Paid/Owned/Earned, and understand the role of ecosystems in building and growing businesses.
   Students will also master the essentials for assessing and planning the applicability of specific channels - PR/media relations, content marketing (including how to develop original content and company points of view that will resonate with their intended market), influencer relations, social platforms and more.
   At the end of the course students will be able to develop solid go-to-market plans, with specific strategies, campaigns and tactics, to effectively impact business growth.
d. Course Grading Criteria

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>175</td>
<td>35%</td>
<td>Weeks 1-5: Discussions/Online participation: (7% per week)</td>
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<tr>
<td>160</td>
<td>32%</td>
<td>Weeks 6-9: Virtual Group presentations (8% per week)</td>
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<tr>
<td>75</td>
<td>15%</td>
<td>Weeks 6-9: Constructive feedback given for classmates’ presentations (4% per week – template for responses would be provided)</td>
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<tr>
<td>90</td>
<td>18%</td>
<td>Week 10: Final Digital Authority Audit &amp; Growth Assessment</td>
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<tr>
<td>500 PTS</td>
<td>100%</td>
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</tbody>
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III. Description of Assignments

A. Discussion Forums (Week 1 - Week 3)

- At the start of each week (Wednesday) you will receive a discussion forum prompt in the discussion forum link in each week’s course requirements. You will be required to post 1 initial response on Saturday at midnight and reply to 2 different classmate posts - by Tuesday at midnight.

1. The initial responses posted on Saturday must be a minimum of 300 words and not to exceed 500 words.
   - Each Course Week will focus on 1 core topic with 2-3 sub-topics. Students will be required to post about the core topic, and optionally included one or more of the sub-topics.
   - These responses will need to be substantive – they need to convey a strong point of view and at least 3 supporting points derived from 3 different sources**

**In order to incorporate proof points and objective data into responses, students must utilize digital media sources (e.g. BusinessInsider.com), digital blogging platforms (e.g. Medium), and social media sources (e.g. LinkedIn and Twitter).
2. Reply posts must be a minimum of 200 words, maximum of 500 words.
   - These responses will need to be substantive and show an effort to reflect upon classmates’ points of view. Do you agree, disagree, etc.?
   - In order to grasp the concepts, students are asked to review the selected posts and provide constructive feedback to their classmates.

- Online participation will contribute 35% of the student’s final grade (Each week= 5%)

- Marketing is a collaborative discipline
  - Successful marketing practitioners always work as teams – being part of a team, collecting and incorporating feedback from others, is key to the successful outcomes of marketing plans, campaigns and deliverables.
  - Students will need to get comfortable with the types of available online channels, be able to differentiate opinions and interpretations from objective facts, and use various arguments (data points, visuals, video) to communicate their point. As more consumers move to online and mobile channels, with a fragmented attention span, students need to learn what it takes to effectively communicate and engage an always-on, ADD-like audiences.

B. Virtual Teams (Week 4 - Week 9)

- Every week after Week 3 (Weeks 4-9), students will be required to work together as virtual teams. The assignments for these 6 weeks will be group-based, where students will need to work as a team to create and respond to the assignment, and post in the main forum. These assignments will need to clearly communicate the agreed-upon group position and then offer proof points from each individual student.
  - By Sunday (midnight) of these weeks, rather than posting to the general forum, teams (3-4 students) will have had to have presented their responses/thoughts via a virtual group setting (e.g. AdobeConnect) to the class.
- Students are expected to post their constructive feedback and additional insights for each of the other teams via the group forum by Tuesday (midnight).
- Virtual groups may include PowerPoint decks or Word docs as tools to help walk the intended audience through their material.
- Team groups will be distributed once class roster is finalized.

C. Digital Authority Audit (Week 10)

- The final week (Week 10) will be the culmination of the course, where students will present their aggregate Digital Authority Audit and Growth Assessment. This will be a mock presentation for the company chosen in Week 4, intended to showcase the comprehensive marketing effectiveness diagnosis for the company and outline specific opportunities, by channel, for future growth. More details for this final assignment will be provided as part of the assignment rubric.
IV. Evaluation Criteria

- The evaluation criteria for each Course Week assignment will include the following:

A. Discussion Forums (Week 1 - Week 3)

- Depth/Substance of initial weekly post (Saturday)
  - Substantive; Includes your own insights with a main idea and displays a clear point of view (POV)
    - Shows full grasp of the concept
    - Provides insightful interpretation/application of the concept to at least one practical example of choice
  - Includes references to readings and other sources: at least 3 outside sources
  - Answers questions completely
  - Sufficient detail; **300 words minimum**
  - No spelling/grammatical errors: 4 points will be deducted for grammar and spelling errors
  - Late submissions:
    - 1-2 days late - 3 points
    - 3-4 days late - 7 points
    - 5-6 days late - 10 points
    - 7 or more days late - not accepted

- Classmate engagement
  - Substantive reply to 2 student posts per week
  - Sufficient detail: **200 words minimum**
  - No spelling/grammatical errors: 4 points will be deducted for grammar and spelling errors
  - Late submissions:
    - 1-2 days late - 3 points
    - 3-4 days late - 7 points
    - 5-6 days late - 10 points
    - 7 or more days late - not accepted
B. Virtual Teams (Week 4 - Week 9)

- Virtual group participation:
  - For every week for the period week 6-9, teams of 3/4 will need to submit a PowerPoint presentation of up to 8 slides that addresses the course week topic. For example, for week 7, students will need to submit a PowerPoint in a form of a digital assessment for the company, identifying and concluding the specific KPIs for digital assessment - monthly traffic compared to monthly traffic from key competitors, digital marketing effectiveness grade (using HubSpot’s Marketing Grader) and comparing that to the grader for key competitors. The Marketing Grader takes into account the availability of a company blog and frequency of publishing original content monthly, the effectiveness of a company’s website in terms of its ability to rank in search engines such as Google, etc. Students will need to record a narrative via Adobe Connect that tells the story shared in the slides - what the students observed in terms of KPI and what they inferred from these KPIs for the overall digital marketing effectiveness of their company of choice.

- Weekly response/written feedback for virtual groups
  - Students will be asked to comment on their peer group's PowerPoint and supporting narrative. The submissions will be done as joint written group assessments where each student will need to provide at least one key observation or constructive critique on the depth of effectiveness of their peer groups’ presentations. Responses from each student within a team should be at least 150 words but no more than 300 words to allow the instructor to have sufficient time to review and provide feedback. Template for responses is provided.

C. Digital Authority Audit (Week 10)

D. Qualitative Rubric for Digital Brand Authority Audit

<table>
<thead>
<tr>
<th>Points</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
<th>Less than acceptable</th>
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</thead>
<tbody>
<tr>
<td>Depth of content</td>
<td>Complete follow-through on all sections of the Roadmap; executive summary and detailed proof points for each finding and recommendation</td>
<td>Adequate follow-through on all sections of the Roadmap; executive summary and detailed proof points for some finding and recommendation. Could have gone a bit deeper.</td>
<td>Partial follow-through on all sections of the Roadmap; limited proof points for some finding and recommendation</td>
<td>Partial follow-through on some sections of the Roadmap; minimal proof points for finding and recommendation.</td>
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<tr>
<td>Grasp of Marketing Concepts</td>
<td>Final document (PowerPoint) uses all key digital marketing concepts – reputation based on education, POE, web and social KPIs. Concepts are introduced and then supported with data</td>
<td>Final document (PowerPoint) uses some key digital marketing concepts – reputation based on education, POE, web and social KPIs. Concepts are introduced and then supported with partial data</td>
<td>Final document (PowerPoint) uses 1-2 key digital marketing concepts only – reputation based on education, POE, web and social KPIs. Concepts partially introduced/explained introduced supported with tangential data</td>
<td>Final document (PowerPoint) doesn't make use of concepts</td>
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<tr>
<td>Points</td>
<td>20-18</td>
<td>17-16</td>
<td>15-14</td>
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<tr>
<td>Proficiency with Tools</td>
<td>Student uses at least one digital marketing tool for each section of the Roadmap; tools are clearly labeled, data is displayed clearly and analysis for the data is provided</td>
<td>Student uses at least one digital marketing tool for each section of the Roadmap; tools are clearly labeled, data is displayed clearly and limited analysis for the data is provided</td>
<td>Student uses some digital marketing tool throughout the Roadmap; tools are clearly labeled, data is displayed clearly and limited analysis for the data is provided</td>
<td>Student uses 1-2 digital marketing tool throughout the Roadmap; data is not displayed clearly and no analysis for the data is provided</td>
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<tr>
<td>Critical/ Creative Thinking</td>
<td>Explores <strong>all</strong> concepts and consistently exhibits the ability to pursue, consider, and/or assess relevant perspectives. Consistently exhibits the ability to systematically analyze, synthesize and express the complexities in a given issue.</td>
<td>Explores <strong>most</strong> concepts and exhibits proficiency in the ability to pursue, consider, and/or assess relevant perspectives. More often than not exhibits the ability to systematically analyze, synthesize and express the complexities in a given issue.</td>
<td>Explores <strong>some</strong> concepts and adequately exhibits the ability to pursue, consider, and/or assess relevant perspectives. Intermittently exhibits the ability to systematically analyze, synthesize and express the complexities in a given issue.</td>
<td><strong>Does not</strong> explore the concepts and does not exhibit the ability to pursue, consider, and/or assess relevant perspectives. Does not exhibit the ability to systematically analyze, synthesize and express the complexities in a given issue.</td>
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<tr>
<td>Content</td>
<td>/25</td>
<td>Marketing Concepts</td>
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<tr>
<td>Tool Proficiency</td>
<td>/20</td>
<td>Critical/Creative Thinking</td>
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<td>TOTAL</td>
<td>/90</td>
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<table>
<thead>
<tr>
<th>Learning Objectives/Topics</th>
<th>Assessment/Assignment (To measure achievement of objectives)</th>
<th>Discussions (Questions &amp; Instructions)</th>
<th>Learning Objectives</th>
<th>Content/Resources/Tools</th>
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<tbody>
<tr>
<td><strong>Intro. Module/Week 1:</strong> Marketing the Future: The New Face of Digital Marketing</td>
<td>- Find your favorite examples of Marketing of the Past, Marketing of the Present, and Marketing of the Future. - Tell us why you chose them; discuss the applicability of these brands today. - Choose a company that is relevant today. Discuss their growth potential and name 3 reasons why they will or will not make it in the next 3-5 years.</td>
<td>3 stages of Marketing; Marketing of the Future = 21st century Digital Marketing</td>
<td>- Understand the core principles of Digital Marketing of the Future - Gain an ability to quickly assess of any given company is employing these principles</td>
<td>View/Watch</td>
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<td>o Start with why -- how great leaders inspire action</td>
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<td>o Scalable Intimacy:</td>
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<td>Read:</td>
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<td>o JBoss Case Study:</td>
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<td>o Metrics for successful cloud-based companies:</td>
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<td><strong>Module/Week 2:</strong> Marketing the Future: 3 Core Principles</td>
<td>Using the example you chose in week 1, provide an analysis of the company or brand you chose. How consumer-centric is this company? How successfully do they adapt to consumer demand? Do you think they abide by the continuous delivery notion? Cos/ brands are never: - Finished - Stand alone Are always customer-centric</td>
<td>Gain a high-level ability to assess market fit for companies based on their product or service offerings - Look for and identify existing or potential new ecosystems these companies can or should be part of - Look for signs of customer-centricity and start applying - Critical thinking to how companies can become more customer-centric and therefore more profitable in the future</td>
<td>- <a href="http://hbswk.hbs.edu/archive/3151.html">http://hbswk.hbs.edu/archive/3151.html</a></td>
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</table>
| Module/Week 3: New (Digital) Marketing Framework for High-Growth Companies – Digital Brand Authority | Using the example from week one, provide your analysis of the state of Digital Authority for your company of choice – why is/isn’t the co. great at Digital Authority? | - Digital Authority defined  
- The New Funnel  
- Educating vs. Selling | - Understand why Marketing the Future requires revisiting of the traditional Marketing Funnel  
- Gain a high-level ability to assess if a company is a leader or a follower in their industry vertical  
- Understand why companies in the Marketing the Future era need to invest in educational content and in effect, become media houses much like the WSJ or the NYT | Scratch/demandDrive webinar recording – http://demanddrive.com/webinar-build-market-reputation-drive-sales-recording |
| --- | --- | --- | --- | --- |
| Module/Week 4: Positioning Roadmap and Segmentation in the Marketing of the Future Age | This week you are picking a company as a group. You will be assigned to your team of 3 peers and you will need to work with your classmates to select one company for which you will develop a Digital Brand Authority Audit and Go-to-Market plan. As a group, where each group member needs to address at least one question (clearly mark the response to the question with your name), address the following:  
- How many target market segments can you identify for your company?  
- For each target segment, outline the value proposition – what’s in it for the customer? Why do they buy the product or service? How do they value the product – think on a continuum of must-have to nice-to-have. Where do the product or services fall for this customer segment?  
- Find at least one competitor to this product. Explain how you found the competitor, and if the competitor is a viable alternative for the customer. Explain why or why not. Use at least 3 points to back up your observation or assessment.  
- If you were the CMO of this company, what one major change would you like to see? Why? Use at least 3 points to back up your recommendation. | - Positioning: Core Concepts  
- The Role of Understanding Customers/Customer Segmentation in driving growth | - Gain a foundational understanding of customer segmentation approaches  
- Master the underpinnings of developing value proposition by customer segment  
- Assess how competitors affect customer segmentation and value proposition principles  
- Gain ability to prioritize marketing approaches based on 10X return | - Startup Marketing by fab @MikeTrap  
http://www.slideshare.net/MikeTrap/selling-the-dogfood-startup-marketing-before-after-product-market-fit  
- Scalable Intimacy by @MikeTrap:  
http://www.slideshare.net/MikeTrap/social-marketing-101-31174929  
- McKinsey: The coming era of ‘on-demand’ marketing  
| Module/Week 5: Marketing Disruptive Products and Services | Working with your company from Week 4, analyze the types of products or services the company is selling: 1: Do they sell disruptive or established products? Why do you think so? Offer your opinion and back it up by at least 3 examples. 2: What do you think are the top 3 marketing challenges for this company? | - High Growth pivots
- Demand opp defined
- Challenges with disruptive products and services
- Key ways to overcome adoption | - Students will understand the different ways disruptive products go to market vs. products with established demand and addressable market
- Key ways to overcome adoption challenges for this company
- Students will gain the ability to anticipate key obstacles to marketing disruptive products and initial ways to overcome long adoption cycles | • http://www.slideshare.net/andrekearns/crossing-the-chasm-2522385
• http://www.ted.com/talks/chris_urmson_how_a_driverless_car_sees_the_road?language=en |

| Module/Week 6: Go-to-market Framework | As a group, working with the company example you chose from Week 4, determine the following: What funnel applies to your product or service – Digital Authority or traditional sales and marketing funnel? What is your LTV? Based on LTV, what is the optimal CPA for each customer? What would be the overall marketing budget you will allocate to your chosen product or service? What GTM approach and specific channels would you use to help your company growth? What is your expected POEX mix of your proposed channels? | - 4 Elements of GTM
- Goals of GTM/ POE
- GTM Tools - Overview | - Learn the core elements of a go-to-market plan
- Grasp the fundamentals of integrated digital marketing – the must-have intersection between paid, owned and earned
- Gain a high-level view of digital assessment tools for marketers across various channels | Scratch Marketing Digital Authority Samples:
- PeerApp DA
- British Beer Co DA |
| Module/Week 7: GTM: Assessing Digital Presence | This week you will need to present a PowerPoint in the form of a digital assessment for your company of choice. This will be done by identifying and diagnosing the specific KPIs for website assessment - monthly traffic compared to monthly traffic from key competitors, digital marketing effectiveness grade (using HubSpot’s Marketing Grader) and comparing that to the grader for key competitors. Use the Kony website assessment pdf (Found in Week 7 Readings & Learning Resources) as your guide to what the design of your deliverable for this week should look like. Add speaker notes to each slides so your narrative can be followed by your instructor. | - Analyzing websites – insights  
- Benchmarking against the competition | - Gain practical know-how for assessing the digital presence of companies  
- Understand how to evaluate website effectiveness in the aggregate and the major components of it | HubSpot Marketing Grader  
SimilarWeb  
Klout |
| --- | --- | --- | --- | --- |
| Module/Week 8: Assessing opps with Search (Organic and Paid) | For week 8, groups will need to submit a PowerPoint in the form of a SEO assessment for their company of choice, identifying and diagnosing the specific KPIs for SEO assessment - the top keywords for each stage of your buyer’s funnel, your company’s rankings for these keywords, and the rankings of your competitors.

  - Use the Kony SEO assessment pdf as your guide to what your final deliverable for this week should look like. | - How to use search to determine state of market, key topic areas of buyer’s interest  
- How to use search to assess competitive position/ opportunities | - Gain practical know-how on how to assess marketing opportunities with search engines – both for organic and paid search  
- Understand how search insights can be used as proxy for more comprehensive digital marketing approach – including how search can inform content marketing strategy, calendar and specific deliverables | Find right resources  
Google AdWords |
### Module/Week 9: GTM – Assessing opps with PR and social platforms/ channels

For Week 9, teams will need to submit a PowerPoint in the form of a PR/ Influencer and digital/social topic assessment for the company of choice – identifying and prioritizing investment by platform, content, and PR approach. Use the Kony PR assessment pdf, Amdocs MFS, and Managed Services PR assessment as your guides to what your final deliverable for this week needs to look like. Add speaker notes to each slide so your narrative can be followed by your instructor.

<table>
<thead>
<tr>
<th>PR:</th>
<th>Social:</th>
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<tbody>
<tr>
<td>- How to determine the best reporters/ bloggers and publications for your company</td>
<td>- How to use digital listening tools to assess the relative priority of digital and social platforms</td>
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<tr>
<td>- How to evaluate what the hot topics are</td>
<td>- Insights from Twitter, Facebook, LinkedIn</td>
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</tbody>
</table>

- Gain practical know-how on how to assess marketing opportunities with social platforms such as Twitter, LinkedIn and Facebook
- Learn the essentials of digital listening across digital and social platforms

<table>
<thead>
<tr>
<th>PR Tools:</th>
<th>Social tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Company and competitive websites - look for media coverage and key reporters</td>
<td>- Socialmention.com</td>
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<tr>
<td>- <a href="http://getmustr.com/blog/the-ultimate-list-of-media-relations-tools-for-the-pr-pro-in-2014/">http://getmustr.com/blog/the-ultimate-list-of-media-relations-tools-for-the-pr-pro-in-2014/</a></td>
<td>- Klout</td>
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<tr>
<td>- TechNews.io - Scratch will provide access - only relevant for B2B technology companies</td>
<td>- Twitter: Foller.me</td>
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<td></td>
<td>- LinkedIn search</td>
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### Module/Week 10: Your final GTM

Working in your assigned groups, you and your team will need to submit a final PowerPoint presentation of up to 30 slides (no more than 35, please) split into two key sections: “Findings and Analysis” and a revised “Go-To-Market Plan”.

- Final project – pulling it all together

- Apply key digital marketing concepts and tools to create an overall digital market growth plan for companies
- Learn how to effectively and creatively pull complex information into a cohesive story and marketing plan
V. Course Policies and Procedures

All students who are new to Graduate Professional Studies or whom have not previously taken an online course are expected to have completed the Student Online Orientation course accessible from the GPS Resources block of the course homepage. This should be performed before the course start date. All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the forums, and submit assignments throughout the course week.

Please carefully follow the syllabus and the weekly modules to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course. At points throughout the semester, I will make myself available for synchronous chat sessions using Adobe Connect (see video conferencing link noted on the first page of this syllabus). These sessions will be open Q&A, and they are optional. I will post a recording of each chat session so that those students who did not participate can view the recorded synchronous discussions. For any group projects, students may use the asynchronous group forums available online and, if they choose, they may use the synchronous group meeting rooms available.

Work Expectations:

Students are responsible to explore each week's materials and submit required work by their due dates. On average, a student can expect to spend approximately 2-4 hours per week reading and approximately 2-3 hours per week completing assignments and posting to discussions. The calendar of assignments and due dates is located at the end of this syllabus, all assignments are due by their respective due dates (see Description of Assignments).

Late Policy:

(See Evaluation Criteria)

*Late Final Projects cannot be accepted. On rare occasion, personal or professional issues do arise that may warrant an exception to the late policy above. Please notify the instructor at least 24 hours in advance of a due date if an issue arises that will make it impossible for you to meet a stated due date. Exceptions, although rare, will be considered on a case-by-case basis.

Confidentiality in the Classroom:

As we proceed throughout our discussions, I'd like to highlight a point about confidentiality in our online classroom. We can draw on the wealth of examples from our organizations in class discussions and in our written work. However, it is imperative that we not share information that is confidential, privileged, or proprietary in nature. We must be mindful of any contracts we have agreed to with our companies. In addition, we should respect our fellow classmates and work under the assumption that what is discussed here (as it pertains to the workings of particular organizations) stays within the confines of the classroom. Finally, for your awareness, members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.
Grading Standards:
Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All assignments are meant to represent your own work. I expect students to conduct themselves courteously online. If in my judgment a student's conduct is not courteous, I reserve the right to reduce that student's grade.

How Points and Percentages Equate to Grades

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Grades</th>
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<tbody>
<tr>
<td>500-467</td>
<td>(100%-94%)</td>
<td>A+/A</td>
</tr>
<tr>
<td>466-448</td>
<td>(93%-90%)</td>
<td>A-</td>
</tr>
<tr>
<td>447-431</td>
<td>(89%-87%)</td>
<td>B+</td>
</tr>
<tr>
<td>430-413</td>
<td>(86%-83%)</td>
<td>B</td>
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<tr>
<td>412-398</td>
<td>(82%-80%)</td>
<td>B-</td>
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<tr>
<td>397-383</td>
<td>(79%-77%)</td>
<td>C+</td>
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<tr>
<td>382-363</td>
<td>(76%-73%)</td>
<td>C</td>
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<tr>
<td>362-348</td>
<td>(72%-70%)</td>
<td>C-</td>
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<td>347-333</td>
<td>(69%-67%)</td>
<td>D+</td>
</tr>
<tr>
<td>332-313</td>
<td>(66%-63%)</td>
<td>D</td>
</tr>
<tr>
<td>312-298</td>
<td>(62%-60%)</td>
<td>D-</td>
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<tr>
<td>298</td>
<td>(59%&gt;)</td>
<td>F</td>
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</tbody>
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Feedback:
Feedback will typically be provided on assignments and the final project within 10 days of the due date. I will be recording your weekly participation grades and providing narratives describing your discussion posts (participation) for each week.

Learning Disabilities:
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this course, please contact me immediately.

Academic Honesty and Student Integrity:
Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, “Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student's own effort. A student's name on any written exercise constitutes a statement that the work is the result of the student's own thought and study, stated in the students own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source.” In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University. Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students') Rights and Responsibilities Handbook", AND " Graduate Professional Studies Student Handbook". You should read these publications, which all can be accessed from the Graduate Professional Studies website. A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Rabb School Graduate Professional Studies.
Please review the policies and procedures of Graduate Professional Studies, found at: http://www.brandeis.edu/gps/students/studentresources/policiesprocedures/index.html

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University Caveat
The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.