



FOUNDATIONS of MARKETING PRACTICE

MKTG 3650.002
Fall Semester, 2017

**Business Leadership Building - Room
180 6:30pm – 9:20pm Mondays**

Dr. Charles Blankson; Charles.Blankson@unt.edu

**Office: 365A BLB
Hours: 3:00pm – 6:00pm WT
& by appointment
Phone: 940/565-3136**

Required Textbook.

David Strutton and Kenneth Thompson (2016), [Marketing from Scratch: The Principles You Really Need to Know](https://he.kendallhunt.com/strutton_thompson), 2nd ed. (Dubuque, IA: Kendall-Hunt). ISBN 9781465298942. https://he.kendallhunt.com/strutton_thompson (Required).

Students must carefully read and understand this book to succeed in the course. This course is not the sort of course that students can treat lightly and succeed. Nor is this book the sort that students can read causally and expect to understand. This book is not “marketing-light.” Instead it is marketing-heavy, marketing-real, and marketing completely-up-to-date.

Unfortunately, the following statements also need to be written: Students will rarely succeed if they elect to read the book only the day or night of the day before the test. There are no shortcuts to success in this marketing course. Almost all students also must attend class, pay attention, and take notes, and diligently study those notes, to succeed. Additional insights related to how to study in ways that will facilitate your success in this course are provided below. Follow this advice, please. My motivation in providing it is to help you succeed.

COURSE DESCRIPTION & OBJECTIVES -

Objectives:

Marketing Foundations introduces students to all-important functional and decision-oriented areas associated with marketing and marketing management. Marketing is a discipline that embraces changes and facilitates the development of new products/services/ideas (Kerin *et al.*, 2011). The first half of the 21st century will be characterized by significant shifts in the manufacturing, positioning, distribution and consumption of offerings. Significant sources of threats and opportunities, along with internal resources of a firm necessary for coping with opportunities and threats and positioning the firm in the marketplace will form the core material of the course.

Students will gain practical insights into why organizations produce existing products and choose to develop new products (and services), and how these products are targeted, positioned, branded, priced, distributed and promoted to customers and prospects. The knowledge and decision-making skills acquired in this course will provide students with the sort of general marketing understanding that will enable them to interact effectively in the broader business environment. After completing this course successfully, students should be able to:

- 1) Identify and define key concepts and issues that are important in understanding the role of marketing in for-profit and not-for-profit firms, the economy, and society.

- 2) Understand the interrelationships between changes in the economy and the types of marketing strategies that companies continue to use, change in the face of economic exchange, and/or establish to seize new opportunities created through economic change.
- 3) Apply concepts discussed in class to the solution to business/marketing situations presented to the student in various exam question formats.
- 4) Identify and discuss the major objectives and strategies, which comprise the marketing planning process for those firms, which are trying to provide products, and services that satisfy the needs of its customers.
- 5) Compare and contrast the factors under the control of the firm in making marketing decisions as well as those factors that impact success but that are not under the control of any firm.

Description:

Classes involve a combination of lecture, discussion, and in-class activities. You are expected to take an active role in class discussion by being ready and able to discuss current examples based on class assignments. Much of the material on which you will be tested will emanate from discussion that occurs in class. Students should consequently make every effort to attend if they intend to earn a superior grade. Exam questions will not all come directly from the text, but will include lecture material (designed to facilitate your understanding of basic marketing concepts not included in the text), class exercises, guest speakers, videos, etc.

Please read the syllabus very closely. Procedures, policies for course work, assignments and work submission as well as reading and written requirements are included. The excuse that *“I did not know that it (whatever it may be) was in the syllabus”* will not be accepted for any reason. To that end, reading and understanding the syllabus now is your responsibility.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct the online class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to meet with the Chair of the Department and myself. We may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

The UNT COB complies with the Americans with Disabilities Act. Reasonable accommodations are made for qualified students with disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible.

Please Note

Students are urged to read the corresponding chapter/topics from textbooks prior to class. They are strongly encouraged to read widely on the topics in class from other related academic textbooks, Journals, Magazines/Newspapers and from the Internet (see below).

In addition, students are to keep abreast with the changing business environment in the local and the global marketplace as well. This may be achieved from reading current publications in Journals, Magazines, and Newspapers, watching related TV programs (e.g., C-Span, BBC etc.), and observing firms' marketing strategies/tactics.

Journals to be familiar with (a selection)

It is important that students familiarize themselves with articles from several of the following marketing related journals. The library has a selection (see also references).

Harvard Business Review, Journal of Business Research, Journal of Services Marketing, Marketing Intelligence & Planning, Thunderbird International Business Review, Journal of Product and Brand Management, Journal of Business and Industrial Marketing, Industrial Marketing Management, Journal of Brand Management etc.

Magazines and Newspapers

Marketing News (AMA), Marketing Research (AMA), The Marketer (CIM; www.cim.co.uk), Marketing Health Services (AMA: see www.ama.org), The Wall Street Journal, The New York Times, The Financial Times (see www.ft.com), The Economist; (see www.economist.com).

Other useful Internet addresses

For world advertising resources www.warc.com/jmh

For corporate information www.corporateinformation.com

For world business news and reports www.worldbank.org

www.imf.org

www.doinbusiness.org

www.bbc.co.uk

For live full TV world news, www.France24.com Please do visit this television site for latest world news. Enjoy!

Course Policies and Procedures

Attendance and class participation:

Class attendance is mandatory and so all students are expected to attend classes and participate actively in classroom discussion. Attendance and participation is also important indicator of attitude. Sporadic attendance often signals to the instructor that the student places low priority on the course.

Thus, by enrolling in this course, you are, in effect, agreeing to do your best to attend and contribute to the group learning experience. Excused absences are those due to incapacitating illness, a death in the family, official participation in University-sponsored events, or absences that in the opinion of the instructor are beyond the control of the student. Satisfactory and checkable documentation must be provided for any excused absence. Work-related absences will not be excused.

This is a *business* course and the expectation is that you will conform to appropriate *business behavior*. Behavior detrimental to class discussion and progress (e.g., talking, making noise, sleeping, reading newspaper, checking e-mails or reading information on your I-phone, lap-top computer, using the Cell/mobile-phone, texting, etc.) will be heavily considered in this component of your grade.

Failure to be prepared for class/exams/presentations, regularly attend class, and actively participate in class discussion will always affect your final grade in the course.

Late work: No work will be accepted after the due or cut-off date.

Time requirements:

To complete the course successfully, students are expected to devote approximately 1 hour of preparation for every hour spent in class.

Academic Integrity:

Student dishonesty, including cheating or plagiarism, will result in an automatic F in the course and immediate reporting of the student's actions to the Office of the Dean of Students and to the Office of the Dean of the College of Business Administration. Please see the University of North Texas Student Guidebook and on UNT's web page (www.unt.edu). Cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking exams; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, or carrying out other assignments; or (3) the use of unauthorized notes for use in exams, looking at another student's exam answers, allowing another student to look at your own exam answers, or requesting or passing of information during the exam. Please be certain to cite any reference. Materials copied verbatim must be in quotation marks with a correct citation documented within the text. This applies to any and all materials taken from Internet sites.

The term plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the use of papers and materials prepared by students in previous semesters or unacknowledged use of materials prepared by another person or agency engaged in the selling of papers or other academic materials. Source: UNT Code of Student Conduct and Discipline and COB Guidelines.

Grading scale for this course

Grade	Numeric Range (%)	Grade Points
A	85 to 100	4.0
B	75 to 84	3.0
C	65 to 74	2.0
D	55 to 64	1.0
F	Below 55	0.0

Grading Homework (20%); Examination (40%), Group project (marketing practices of firms) (30%); Attendance and full class participation (10%).

Expectations:

Like all other university courses, this course is not easy at all. It is challenging and will stretch you to your limits. However, with the right attitude, and hard work coupled with diligence, you can make the experience intrinsically rewarding and fulfilling. You can even make the experience fun for yourself. Remember, only you can do it.

Student Responsibilities:

Examination consist of short or long essay questions while home work are typically short summaries of marketing related articles or research papers from academic journals. Examination will be comprehensive and will cover all topics treated prior to the exams.

Students with special needs must please communicate with the instructor prior to the scheduled exams. Make up tests/exams are never given except under the most extreme and compelling circumstances. In the latter case, you should **ALWAYS PRODUCE VERIFIABLE (i.e., CHECKABLE) DOCUMENTS**. Students should be on time for the exams, as no extra time will be given.

You are expected to stay for the entire class. Leaving the class in the middle is not allowed. You are responsible for all announcements made in class. Changes may be made in the syllabus and assignments during the semester.

*Please do **TURN OFF** all wireless phones during class and do not read newspapers or read e-mail messages on your I-phones, I-pads, other wireless phones, or engage in texting on your cell phones etc. etc. You may use your lap top computers to take down notes in class.*

Examination: There will be two main examinations. Both will be the short and long essay type. Students will be given practice (i.e., previous test) test in the form of homework. It will require you to integrate course lectures, textbook readings and other supplemental materials from journals and textbooks to address multiple discussion platforms. The exams are intended to evaluate your understanding of basic marketing principles, concepts, strategies, theory and practical approaches used by managers as well as your ability to apply your knowledge to real-company decision scenarios. **There will be no “true/false” and “multiple choice” questions in this class. All exams will be essay-type questions.**

Homework: Homework will vary in terms of individual and group assignments. You will be required to answer, in short essay form or long essay form, questions from previous tests. As well, you will be asked to (a) read an article or a case paper, (b) summarize and then critique the paper, and (c) discuss the implications of the key issues for marketing practice. A 3-4 page summary and critique of the article is required.

Group project (marketing practices of firms in North Texas). This project is a comprehensive, semester-long assignment. It requires continuous commitment and focus throughout the semester; the final project should demonstrate your ability to assess the fit between a firm’s actual marketing practices (see discussion on market orientation) and what is discussed in class. The choice of each firm should be based on convenience. You must defend your choices and research methodology. Further guidelines and outline will be discussed in class on an on-going basis. To that end, attendance in class is very, very important.

Abbreviated Course Outline

PART I -- INTRODUCTION TO MARKETING

1. Basic Marketing Concepts and Principles
2. Introduction to Marketing Management and Strategy
3. Marketing Information Management & Marketing Research

PART II -- UNDERSTANDING MARKETS & CUSTOMER BEHAVIOR

4. Consumer Behavior & Decision Making
5. Organizational Markets & Buying Behavior
6. Market Segmentation, Target Marketing, & Positioning

PART III -- PRODUCT & SERVICE PLANNING

7. Basic Product Concepts & Product Life Cycles
8. Branding Concepts & Strategies
9. New Product Development & The Diffusion of Innovations

PART IV -- PRICE PLANNING & MANAGEMENT

10. Pricing Concepts & Strategies
11. Setting & Adjusting Prices

PART V -- DISTRIBUTION PLANNING & MANAGEMENT

12. Introduction To Channels of Distribution
13. Wholesaling & Retailing
14. Physical Distribution & Logistics

PART VI -- INTEGRATED MARKETING COMMUNICATIONS

15. Introduction to Integrated Marketing Communications
16. Advertising & Sales Promotion

TABLE 1. DISCUSSION TOPIC & EXAMINATION TIME LINE

	Class Days	“Marketing From Scratch” Chapters & Other Class Discussion	Lecture Topics & Associated Discussion¹	Examination & Assignment Deadlines
1	August 28	CH 1 – Concepts and Principles	Introduction to Course Topic 1 – Definitions of Marketing; Basic Marketing Concepts & Principles; Market Orientation, Relationship Marketing	Discussion of Final Group Project
2	September 4	CH 2 – Marketing Strategies: A Philosophic and Historic Perspective Appendix 2A – Lessons From Extreme Business Rivalries .CH 3 – Developing & Executing Strategic Marketing Plans	Topic 1 contd. Basic Introduction to Environmental Analysis Topic 2 -- Introduction to Marketing Management & Strategy	Summarize Appendix 2A to one page while identifying the key “take-away” for managers – Individual Assignment. Form groups for final project.
3	September 11	CH 4 – The Marketing Environment CH 6 – Marketing Information for Decision Making Appendix 6A – From Knowledge to Action – A 30,000 Foot Take on Marketing Information	Topic 3 – Environmental analysis; Introduction to Marketing Research; Marketing Information Management	Read closely Appendix 6A for class discussion – Prepare one-page summary to discuss in class. Individual assignment.

¹ All dates for topics are tentative. I try to start each topic in the week indicated, but periodically must deviate from this schedule to accommodate guest speakers.

4	September 18	CH 7 – Understanding Consumer Decision Making CH 8 – Understanding Business Buyer Behavior	Topic 3 contd. – Marketing Research contd. Topic 4 -- Consumer Behavior & Decision Making	Homework of Mock Test Due; Individual Assignment.
5	September 25	CH 9 – Identifying Market Segments and Target Markets; Developing Desirable Positions	Topic 5 -- Market Segmentation, Target Marketing, & Positioning	In Class Exam 1 Lecture Topics 1 – 4.
6	October 2	CH 9 contd. – STP Marketing CH 10 – Products, Services and Life Cycle Management	Topic 5 contd. – Market Segmentation, Target Marketing, & Positioning contd. Topic 6 - Basic Product Concepts & Product Life Cycles	Homework: Summary of Case on Positioning & Branding Due – Individual Assignment.
7	October 9	CH 12 – Brands and Brand Management Developing a Marketing Program Around a New Brand	Topic 7 - Branding Concepts & Strategies; Branding case Study (Guest Presentation)	
8	October 16	CH 11 – New Product Development CH 5– Social Responsibility & Ethics in Marketing	Topic 8 - New Product Development & The Diffusion of Innovations Topic 9 – Understanding CSR (Guest Presentation)	
9	October 23	CH 15 – Pricing and Price Management	Topic 10 – Pricing Concepts & Strategies	Group Presentations of Research Article
10	October 30	CH 15 – Pricing and Price Management contd.	Topic 11 – Setting and Adjusting Prices	
11	November 6	CH 18 – Global Marketing	Topic 12 -- Introduction to Global Marketing	In Class Exam 2 over Lecture Topics 5, 6, 7, 8, 9
12	November 13	CH 18 – Global Marketing contd. CH 13 – Logistics and Supply Chain Management	Topic 12 – Introduction to Global Marketing contd. Topic 12 -- Introduction To Channels of Distribution; B2B Marketing	

13	November 20	CH 14 – Wholesaling, Retailing, & Direct Marketing	Topic 13 – Distribution Topic 14 – B2B Marketing contd. (Guest Presentation)	Home Work: Group Presentations of Case Study
14	November 27	CH 16 – Marketing Communications – the Last “P” CH 17 – Advertising, Sales Promotion, Public Relations & Personal Selling	Topic 15 - Introduction to Integrated Marketing Communications; Advertising (Promotion) Topic 16 – Advertising & Sales Promotion	Wrap up and Preparation for Final Group Presentations
15	December 4	Course Wrap-up	Final Group Presentations I	
16	December 11		Final Group Presentations II	

Grading criteria for examination, written reports and summary of articles, and group projects

Grade A

Excellent level of understanding of the chosen area/work/concepts.
Excellent analysis of the problem/case/concepts.
Excellent and well thought-out discussion commensurate with the level of class.
Excellent explanation of rationale and conclusion and/or proposed solution.
No major errors of principle or interpretation.
Overall, well-argued and well thought-out response to the assignment.
Good quality written presentation and neat work.
Clearly written style, with a consistently high degree of effective communication. Evidence of diligence in tackling the assignment.

Grade B

Sound understanding of the problem/assignment.
Sound use of critical analysis.
Some minor errors of interpretation and/or fact.
Some "fog" or "wooly" analysis, but only to a minor extent.
Sound written presentation but some poorer parts evident.
Variable standard in written style, with some inconsistency in effective communication.

Grade C

Adequate understanding of the problem/assignment.
Analysis is rather basic with a tendency to be uncritical and too descriptive.
Thinking and argument show "a good deal of fog" with rather muddled approach. Overall, adequate conclusions but work requires major revisions before being accepted by say, a manager or for outside circulation.
Work needs further revision and correction.

Grade D

Work demonstrates a very basic understanding of the problem/assignment. Very basic written communication and at times lacks coherence.
Very basic to poor written presentation.
Overall, work can be described as weak.
Oral presentation

Fall 2017 MKTG 3650-002 Group Project (30%)

Have firms in the North Texas region of the state of Texas adopted the market orientation concept? the case of*name of firm here*.....

This project will be examined by a written report (15%) and oral presentation (15%).

The oral presentation will be 15 minutes maximum (including Q & A) so plan carefully.

The oral presentation is a summary of the written work. This should involve all students in the group. All must speak on a part of their work. The grading criteria for the oral include: (a) preparedness/amount of work put in, (b) quality of the work, (c) actual delivery in front of the class, (d) responses to questions, and (e) recommendations for marketing managers, critiques put forward etc.

Tasks:

1. In groups of 5-6, embark upon face-to-face qualitative long interviews with a manager or marketing manager of a local firm or an owner of a SME in the North Texas Region – ideally in Denton. Questions should originate from our discussion of marketing concept and market orientation and specifically referring to Kohli and Jaworski (1990) or Narver and Slater (1990). The questions you ask the managers should be open-ended type, as appropriate for qualitative study. Typical interviews may last between 45 minutes and 1.5 hours. In addition, covert, overt, and participant observations can be between 30 minutes and 45 minutes on the firm's premises and on-line.
2. Find out from the manager the day-to-day marketing practices/tactics/strategies his/her firm pursues in the marketplace.
3. Find out the firm's target audience. Find out why the firm targets the particular segment of the market. How does the firm segment the market, position, and brand the firm and its offerings? In addition, probe the firm's marketing mix and why they use those mixes.
4. Note down all statements and comments associated with marketing practices of the firm – bear in mind Kohli and Jaworski or Narver and Slater, the marketing concept, marketing mix, production, product, selling, customer and market orientations – are these evident?
5. Then using content analysis, identify the key/main themes emanating from the manager's comments that describe the marketing practices of the firm you have studied. Discuss the themes and comment on your findings. Do refer to your notes in class as you write your report.

Note: Two assessments are required. 1. Oral presentation of the findings, 2. The written report should be a minimum of 10 pages and maximum 12 pages double spacing.

The report should be written for the attention of Dr Charles Blankson

- o Grading will be based on good understanding/appreciation of the marketing concept, market orientation theory, the concept of marketing mix and good discussion of the methodology (i.e., step-by-step data collection process), and overall discussion and critique of the work. See course outline for grading criteria.
 - Ensure that your work is diligently presented, i.e., excellent, well-structured,

- and neat presentation throughout.
- Attach a copy of the power-point presentation to the report.
- Use only power-point slides for the presentation.
- Hand in the written report on the day of presentation.

Finally, attach the attendance record of group meetings (5 points will be deducted if no record is provided) to the written report. Report any member of your team/group who underperforms (e.g., does not show up for meetings for no tangible reason).

How to Study More Effectively in this Course

For obvious reasons, students frequently ask how I can study better for the upcoming test. The notes summarized below represent my best advice. Take this advice to heart and act on it, please:

- View the books as textbooks; yes, really. They are not a sexy/entertaining books or fascinating historical novels – although each is interesting in its own right. These books are not blogs addressing topics that will fascinate most of you. These books are not Facebook or Instagram. These books, truth be told, are not supposed to be fun to read. Sorry, but all this is true. Viewing these two books from the proper perspective will assist you in developing the proper mindset to engage in the deep reading required for learning. Understand, and accept this, and read these books from the perspective that these my academic textbooks and consequently are each chock-full of principals, definitions and principles that knowledgeable and experienced people thought was important enough to be discussed in this course. Assume:
 - You should read the assigned chapter before you come to class.
 - You should always come to class, and actively listen while you are in class.
 - You should learn, at least at a working level, all of the material in each assigned chapter, unless your Professor specifically says in class that the material will not be on the test.
 - Pursuant to this, assume that you should outline key material in each assigned chapter
 - One reading of the text is never enough for you to understand the material at a level sufficient to earn an "A" in this class. Unless, of course, you are very, very intelligent or already extremely experienced in business and marketing.
 - One reading would not be enough for your professor to an A on the test; it probably will not be enough for most of you, either.
- Get the right study tools:
 - These include, specifically, one highlighter, one pen; a pad of paper with a line drawn vertically down the center, one textbook (the right edition); your lecture/discussion notes for each the class, developed, of course, while you were attending class.
- On one side of your sheet, for each chapter, write down the key concepts that were discussed in class. On the other wide, write down the key concepts discussed in your assigned chapter.
 - Search for and find the intersection between the book material and the materials

discussed in class for each chapter.

- By doing this, you can “discover” the “sweet spots” for each chapter. Allocate more time and attention to the places in the text and/or in your notes where this intersection exists.
- Learn, at a deep level of understanding, each concept or application that resides at the “sweet spot.” Underline them and/or, preferably, write them down again.
 - Repeat to learn (that means taking the time to write important things down); remember to repeat.

“The only place where you find Success before Work is in the Dictionary.”

Contractual Agreement between Scholar and Professor

1. Attendance and Extra Credit Policy:

- I agree that in the absence of ‘unusual circumstance’ students are not permitted to enter this classroom after 10:59.
 - (‘Unusual circumstances’ include situational or personal constraints that preclude my timely arrival; i.e., physician visits, child day-care issues, etc., which must be discussed with Professor Blankson the day before the class session in question; extremely rainy weather that impedes traffic; accidents that close interstates or HWYs; or flat tires, personal accidents, personal incidents, or jury duty, each of which must be confirmed later in writing.)
- I do not entertain lateness. This is a business course, and you must show the diligence and attitude befitting a business environment (e.g., your company that has hired you following your graduation).
- I understand that if students must be late they are encouraged to enter class quietly without disrupting their colleagues.
- I understand work/exercise for extra credit may be given at the beginning, mid or end of class sessions. Extra credit, incentives, and rewards are reserved for students who attend class and who stay in class until it ends. These extra credits will count 1 or 2 points per class grade toward the total amount of points I can earn in this class (i.e., 100), although certain exercises may count for more. Exercises missed for whatever reason cannot be made up.
- I understand that there will be extra credit opportunities in this class but that students who elect to not sign this contract are not eligible to earn extra credit points. However, students are under no obligation to sign it.
- **I understand that in imposing this ‘on-time attendance standard’ on MTKG 3650 students’ classroom behaviors the Professor is:**
 - Enforcing broadly-accepted norms of courtesy toward my peers, who are typically disturbed and frequently distracted when others enter class late;
 - Imposing performance and behavioral expectations similar to the performance and behavioral standards expected of me when I enter the professional workplace, particularly if I seek to remain and advance in that position;
 - Creating a more focused learning environment in which students are more likely to earn higher grades and acquire more knowledge that immediately or eventually

proves valuable to them is enhanced.

- Helping me learn more about what it takes to succeed in the business world (SERIOUSLY).

2. Use of Electronic Devices Policy:

Laptops and Other Electronic Devices -

- Background: While the material you learn and the Professor from whom you will learn it are each interesting, neither this learning content nor your Professor could ever be as fascinating as the delights that await you online. Therefore, I choose not to compete with your online world, but to make your choices/life easier by not giving you the opportunity to distract yourself electronically in this class.
 - As signatory to this document, my understanding is students are not permitted to use any electronic device in this classroom UNLESS THEY CAN DEMONSTRATE AFTER CLASS THAT THEY HAVE PURCHASED AN ASSIGNED BOOK AS E-BOOK AND ARE READING/REFERENCING THE BOOK “ONLINE” DURING CLASS. Items OTHERWISE banned from use include laptops, I-Pads, cell phones; Blackberries (and devices that perform similar functions); I-phones (and devices that perform similar functions), MP3 players and other e-devices that Professor Blankson is too un-cool to know about. However, students are permitted to use laptops, I-Pads and/or other tablets if they have purchased the e-version of the textbook. We will confirm whether you have purchased the e-book before you are permitted to use electronic devices in class.
- As signatory to this document, I understand that if Professor Blankson observes me using any device that does not contain the e-book during regularly scheduled class times he will tell me to leave the classroom for the remainder of the class session.
 - *Students may use electronic devices in any reasonable way they choose during scheduled breaks, but must revert to standard upon conclusion of the break.*
- **I understand that in imposing the standards governing use of electronic devices in this MTKG 3650 section, the Professor is:**
 - a) **Attempting to create a more focused learning environment in which the likelihood that I will earn a higher grade while acquire more practically useful knowledge that will immediately or eventually prove valuable to me is enhanced.**

The sole goal of this policy is to create a learning environment in which it is more likely you can and will pay attention. If you this policy is unacceptable to you, please sign up for another section. Two other great Professors also teach same course.

- *Note: if, for example, your spouse or partner is about to give birth, your child is ill, your parent or grandparent just had surgery, etc. (you get the point) and you must stay current by staying e-connected, tell me about the pressing “situation” before class begins. Then you will receive permission to stay connected to the outside world.*

Please sign name, write name, and date signature, below; and turn in document when asked.

If you do not want to sign this document, do not. However, you still must follow these rules of classroom conduct. Moreover, you must sign and return this document to receive any of extra credit points made available throughout the semester.

Print Your Name, Sign Your Name, Provide Date (Below)

To read your textbook in Bookshelf Online, please do the following:

- Go to (<http://online.vitalsource.com>)
- Click the “Register for account” link
 - If you already have a Bookshelf account just sign in with your Bookshelf account email address and password and skip to the Account step below.
- Fill out the form completely, and click the Register button.
- Accept the license agreement and click Continue
- Once logged in you will need to click on the “Account” link at the top of the page
- Click the Redeem link and paste your code into the redemption code field, then click Redeem
- Click on the name of the title to open the book.

To open your textbook in Bookshelf on your computer, please do the following:

- You do not have a Bookshelf account:
 - Download Bookshelf. (<http://www.vitalsource.com/downloads>)
 - Install Bookshelf. You can find step-by-step instructions online (<http://support.vitalsource.com/faqs/gettingstarted/gs-1001>)
 - Once Bookshelf is installed, launch Bookshelf.
 - Click on the "Register for an Account" link.
 - Fill out the form completely, and paste your code into the redemption code field.
 - Press the register button to create your account and redeem your code.
 - Your book will begin to download.
 - After the book has downloaded, click on "All Titles" in the collection pane and double click on your book to open it.
- You have a Bookshelf account:
 - Launch Bookshelf.
 - Go to the Account Menu and Select Redeem Code.
 - Enter in your redemption code, and press the Redeem button
 - Your updated booklist will be downloaded to your computer, once download your book will begin to download as well.
 - Once the eTextbook has been downloaded, click on "All Titles" in the collection pane and double click on your book to open it.

To open your book in Bookshelf for iPhone, iPad, or iPod Touch (iOS 3.2 or later), you first must have a Bookshelf account on your computer, and then do the following:

- If you do not have Bookshelf for iOS:
 - Download VitalSource Bookshelf from the App store either through iTunes or through your iOS Device.
 - Launch Bookshelf for iOS.
 - Sign in with your Bookshelf account email address and password.
 - Your booklist will download to your iOS device.

- Once your booklist downloads, you can click on your book to download it to your iOS device.
- If your book has been downloaded to your computer, you can transfer it to your iOS device through iTunes. Detailed instructions are available here: (<http://support.vitalsource.com/faqs/bookshelf-touch/ht2011>)
- Once your book has downloaded to your iOS device, click on it to open it.
- If you have Bookshelf for iOS:
 - Launch Bookshelf for iOS.
 - Click on the Refresh icon in the upper-left corner of the screen.
 - Sign in with your Bookshelf account email address and password.
 - Your booklist will download to your iOS device.
 - Once the booklist downloads, click on the book to download it to your iOS device.
 - If your book has been downloaded to your computer, you can transfer it to your iOS device through iTunes. Detailed instructions are available here: (<http://support.vitalsource.com/faqs/bookshelf-touch/ht2011>)
 - Once the book has transferred to your iOS device, click on it to open it.