

# San José State University

**School: BUSINESS**  
**Department: MARKETING**  
**Course Number: 130**  
**Title: INTRODUCTION TO MARKETING**  
**Sections: 01, 02, 04, and 05**  
**Semester: FALL**  
**Year: 2011**

**Instructor:** Richard Werbel

**Office Location:** BT 760

**Telephone:** 415-235-4677 (my cell phone –You also can “Skype” me. This is a free download and a good thing to use anyway.)

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**Office Hours:** 8:30-8:55-Mon. & Wed.  
12:00-13:25 Mon. & Wed.  
16:20-16:45 Mon. & Wed.

**Class Days/Time:** 9:00–10:15, 10:30-11:45, 1:30-2:45, and 3:00 4:15, all on Mondays and Wednesdays. Although you should try to attend at your scheduled class, you can occasionally attend one of the other sections if this works out better for you.

**Classroom:** BBC 105 is the classroom for each of the four sections I am teaching.

**Prerequisites:** **Financial Accounting**, and **Principles of both Micro and Macroeconomics** are the three listed prerequisite courses in the University Catalog. Although it is useful to have taken each of these three courses since some accounting and economic concepts are used in this class, none of the prerequisite courses is absolutely essential. The bottom line is that you should be able to pass the class without the prerequisites. At the same time, I will teach the class with the assumption that you have had the prerequisites. Thus, I will not use class time to fully explain accounting and economic concepts that are used. In addition, you will need **good writing skills**, because **essay** exams will be used

## Faculty Web Page

Copies of the course materials such as detailed lecture notes, study guides for each of the **four required** exams, the syllabus, etc. may be found on my faculty web page. This material is not on my home page. You need to click on the “current courses” tab to access all the course materials. (

## Course Description

The formal description in the Catalog is “Formulation of marketing strategy; analysis of marketing opportunity; planning of marketing programs with emphasis on product, price, promotion, and distribution; control of the marketing effort; social and ethical responsibilities of marketing.”

## Course Goals and Student Learning Objectives

The **bolded** objectives below are ones determined jointly by all the instructors who teach this course. Each of these bolded objectives is discussed in more detail. I then add some additional objectives of my own that are not bolded.

Because we will be going into a lot of detail in this course, knowing these objectives at the beginning of the course and then reviewing them throughout the semester will be helpful to you.

### A. **Understand the fundamental principles of essential business functions and the relationship of business to individuals, government, society, and other organizations.**

Obviously, marketing is the main business function that you will learn about in this class. However, particularly when we learn about **new product** planning and development, you will learn to appreciate the need for integration and communication between different business functions (marketing, operations and production, finance, personnel)

Because marketing planning and management involves analysis of the **external environment**, it is an excellent vehicle for understanding the relationship of business to individuals and society (through **customer** analysis), to other organizations (through **competitive** analysis), and to government (through analysis of the legal and political environment).

### B. **Express ideas clearly, logically, and persuasively in oral and written communication**

Although the committee who developed this objective has combined oral and written communication into one objective, the focus in this class is on **written** communication.

Essay exams will be used to measure and hopefully improve your written communication ability. I will evaluate your exams on the basis of **substance** and **logic** rather than on the basis of spelling, grammar, and syntax.

**C. Demonstrate awareness of how ethical issues and responsibilities affect decisions and actions**

Because it is often the case that marketers are evaluated based on sales, they can be tempted to present misleading information to customers as well as withhold negative information about product performance. I suspect that many of you have actually experienced this as consumers and are justifiably angry or upset when you experience this unethical behavior. Because I think that a true **appreciation** of the importance of following ethical standards is best gained through **student discussion**, I urge you to initiate a discussion of ethical issues and unethical marketing practices throughout the semester.

**D. Understand how the 4 Ps (product, price, promotion, and place) plus positioning interact and influence each other's effectiveness and change over the course of the Product Life Cycle.**

We will focus on **positioning, repositioning, and market segmentation** for approximately the first third of the semester. As you will soon learn, the 4 Ps must **work together** for a **positioning** strategy to be successful. Thus, positioning is a great platform for learning how the 4 Ps interact with each other.

In addition, by focusing on **repositioning** as well as positioning, we will see how and why a marketing strategy needs to be modified over a product life cycle.

In the last ten weeks or so of the semester, we will separately learn about key decision issues and things to analyze with each of the 4 Ps, as well as focusing directly on how and why a marketing plan changes from the introductory stage of the product life cycle to the decline stage.

**E. Be able to explain how segmentation and differentiation are used and why they are important**

Although different types or bases of segmentation can be used, our focus will be on using **benefit** segmentation, which segments people according to the benefits they seek and place the most importance on in determining what brands and product categories to purchase. Benefit segmentation will be linked to **positioning** and **repositioning** decisions.

**F. Understand differences and similarities of consumer markets and business-to-business markets**

The way that the 4 Ps are used is quite different in **business** markets than in **consumer**

markets. You will learn about what these differences are along with why they exist throughout the semester.

**G. Understand how the marketing environmental factors, including global differences influence the firm's ability to meet user needs.**

Environmental analysis was discussed previously under A.

**H. Demonstrate the ability to analyze markets and identify appropriate segmentation criteria to discover promising market opportunities**

Market segmentation was discussed above under E.

I. Related to the need to do market/customer analysis, you will learn about the value of conducting **primary marketing research** to learn about customer desires, perceptions, information processing, decision-making processes, etc.

J. An understanding that marketing decision making often involves a **sales/cost tradeoff**.

### **Required Texts/Readings**

**Textbook:** Marketing: An Introduction by Gary Armstrong and Philip Kotler. We are using a **custom-published** version of the **10th** edition. The custom-published version is a subset of the regular 10<sup>th</sup> edition in the sense that some of the chapters from the regular edition are excluded from the custom-published version. The custom-published version cannot be purchased online. It can only be purchased from the on-campus bookstore. Although the custom-published version is quite inexpensive, some prior students have purchased an older edition of the Armstrong/Kotler text. I have not conducted a systematic comparison of differences between older editions and the edition used, although I think that you might be OK with an older edition. However, my point is that you should buy the custom-published version unless you can save a lot of money by buying a prior edition. If you buy a prior edition, you are at risk in the sense that your exams will be evaluated based upon material in the current edition.

### **Classroom Protocol**

A. I expect each and every student to spend **at least** 20 hours studying for each one of the **four** required exams.

B. I expect each student to try to **understand** the material and to **ask questions** if his or her understanding is shaky. I expect and hope a lot of you ask questions because the material is often tough to understand.

- C. I expect each student to arrive on time, and to not leave the classroom until I end the class. Related to this, I expect 100% attendance, although I realize legitimate reasons, such as illness, can cause a student to miss a few classes. I often make important announcements in class, including but not restricted to changes in exam dates. You are responsible for all of these important announcements. I encourage students who **occasionally** miss class to email me to find out if you missed any important announcements. I am more than willing to help students who demonstrate a commitment to attending class even though they may miss a few classes.
- D. I expect all cell phones and any other similar devices to be turned off before entering the classroom.
- E. I expect complete academic honesty. This topic is discussed in more detail under a separate heading.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-320.html>.

Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes. I will explain my criteria and procedures for adding and dropping students on the first day of class. I also believe that university policy allows me to drop a registered student who misses even a single class during the add period. I may use this option if needed so it is important to not miss even a single class during this period. However, I do not always use the instructor drop option so students who drop the class should do so themselves, and should do so as soon as possible as a courtesy to students trying to add the class.

## Assignments and Grading Policy

### Reading assignments and topics covered

You will note that there is not a specific list of reading assignments included in this greensheet. Thus, let me say a little about what you need to read and when you need to read it.

The most important reading involves the **detailed lecture notes** that can be downloaded from my website. It is strongly recommended that you read the relevant section or sections of these notes **prior** to actual lecturing on the topic. Such prior reading is needed to understand the actual lecture, including the terminology. I will tell you in class what you need to read for the following week or so.

In terms of the **text**, since I rarely lecture on material from the text, you do not need to read specific text material following a specific schedule. The study guides for the first, third, and fourth exams (but not the study guide for the second exam), with the vast majority of the study guide questions for the **first** exam based on the text material. Thus, I recommend starting with the relevant study guide questions from the text for the relevant exam and answering these questions by selectively reading the relevant chapter. The study guide will identify the relevant chapters from the text for the relevant exam. Realize that the study guide questions from the text involve thinking and often involve integration from different parts of a chapter. As I will emphasize in class on the first day, it is critical to get an **early start** on the study guide questions, so I strongly recommend reading the text and answering the relevant study guide questions from the text **as soon as possible** rather than waiting until a day or two before an exam.

In terms of the topics covered in lecture, the primary interrelated topics covered prior to the second exam are customer analysis, market segmentation, market target selection and strategy, and positioning/repositioning strategy. The topics covered in the remainder of the semester will mostly focus on the different components of the “marketing mix.” These components often are referred to as the “4 Ps” and they deal with product planning and management, pricing planning and management, channels of distribution planning and management, and marketing communications planning and management.

### Lecture and Lecture Notes

I have prepared detailed lecture notes that will be posted on my website. Obviously, you need to download these notes, carefully read the relevant parts (announced in class) **prior** to lecture material) and you should bring them to class. My URL is posted earlier on this greensheet and you need to click on the “current courses” tab on my home page to access the lecture notes, as well as accessing the relevant study guides.

Because I often go into more detail in class than in the notes and because the stuff in the notes often is tough to understand without **hearing it in class**, I honestly think it is critical to attend class. Moreover, because I often talk about the same basic topic for a couple of weeks

or more, if you miss even one class on the topic you tend to have trouble understanding all the discussion on later days on the same topic. This means that you really should come to class **every single day**, unless of course you absolutely cannot do so.

## Grading

Your grade will be based upon **FOUR** required exams worth a combined total of approximately 160 points (about 40 points per exam). In addition to these four **required** exams, you will have an **EXTRA CREDIT final** exam.

### A. Overview of exams

Each exam will consist entirely of essay questions and each and **every EXAM** question will be similar or identical to **STUDY GUIDE** questions (The study guides are discussed in more detail below.). Although the questions vary in length, each question, on average, should take about 10-15 minutes to answer. The questions tend to involve **detailed** and **specific understanding** of concepts although very few questions are really definitional in nature. Most questions, particularly those from the lecture notes and lecture, have an **explain your reasoning** component. Some questions will focus on text material that has not been discussed in lecture. Other questions will focus on lecture notes and lecture that is not in the text. Across the four required exams, **at least 65%** of exam material will be based on lecture material and no more than 35% will be based on text material. However, this ratio will vary from exam to exam. For example, the **text** material will be weighted more heavily on the **first** exam than the lecture material. On the other hand, the second exam will be based **solely** on the **lecture notes**.

### B. Description of **study guides** and their relationship to exam questions

A study guide for each exam will be posted on my website (The URL was identified at the beginning of this greensheet.), well in advance of each exam. To download the study guides along with downloading the sets of lecture notes, you first need to click on the “current courses” tab on my home page, and then go to the 130 table. Every question on each exam will consist of questions similar or identical to questions on the relevant study guide. I often will take only **part** of a “question” from the study guide since many of the questions have multiple subquestions. Although I **often** will use questions **word-for-word** from the study guide, I sometimes vary the wording but you always should be able to do a good job answering the varied questions as long as you truly **understand** the concepts in the question.

### C. Guidelines for completing the study guide questions

It should be obvious to you by now that being able to **thoroughly** answer each and every study guide question is the key to doing well in this course. Since I truly want each and every one of you to do well, let me give you some guidelines for answering the study guide questions.

- 1) Let me start by discussing what you should **not** do with the study guide questions.

You should **not** wait until a **few days** before an exam, and then **skim** through the notes and/or text material until you find an answer, and then **copy** this answer mostly word-for-word, and finally try to mostly **memorize** the answer that you mostly copied. Since my experience is that this is the approach that many students try to take, let me explain why this approach is not going to work.

First, you rarely will find what is close to a good answer in any **single** place in the notes or the text. In almost all instances, critical background material on concepts and tools needs to be read and understood.

Second, almost all questions have an “explain” component and most need **your own** example to demonstrate **understanding**. You will not be able to explain something clearly or provide your own example if you try to memorize something without understanding it.

Third, since you basically need to read, reread more than once, and understand most parts of the lecture notes and selected parts of the text, you will not be able to study and prepare adequately for the study guide questions and the exams unless you start studying and preparing well in advance of each exam.

From the above discussion of what **not** to do, I think it should be reasonably clear of what to do, but let me discuss this anyway.

- 2) Probably the most important thing is to get a **very early start** in studying to answer the study guide questions.

This needs to be done because a) it will take you a lot longer to do a good job studying to answer each question than you probably think it will take. It will take a long time because you really need to study many pages in the notes to do a good job answering even a single question. The text questions usually require reading and understanding multiple pages in the text, and then carefully thinking about the relevant material. In addition, it will take you longer to learn your answers than you probably estimate it will take. Good students have indicated that it takes at least 20 hours to answer and then learn your answers to the study guide questions for a single exam.

- 3) To do more than an average job with the questions from the lecture notes, you need to read and understand the notes **as a whole**. I urge you to read them through **at least** a couple of times before answering any of the study guide questions on a topic. This is important particularly in the many instances in which there are multiple study guide questions on a topic.
- 4) Realize that there will be some material introduced in class lecture that is **not** in the **lecture notes**. I expect you to integrate this **added lecture** material into your

answers. I will try to give you a heads up when I am introducing new material in class.

- 5) Wait until I have **discussed** a topic in the **lecture notes** before trying to answer the study guide questions on this topic but **then** answer these questions **within a few days** while the **material is still fresh**.

In addition to doing this soon after I finish a topic to make it easier for you to answer the questions, this will allow you to answer many of the questions at least a week before each exam. This frees up the last week to a) learn your answers and b) answer the study guide questions on the topics I lecture on the last week or so before the exam.

- 6) You need to **understand** the **material** rather than **memorizing answers** that you write. If you do not understand the material, you need to **ask questions** of me, either in class or outside of class.

To help you focus on **understanding** rather than word-for-word memorization, it probably is best to write down concepts to include in an answer to a study guide question, along with your own example, rather than answering study guide questions word-for-word and then trying to memorize these specific answers.

- 7) Study **background information** on a **topic** in the lecture notes **before** I begin a detailed lecture on the topic.

This is needed to help you follow the lecture, which will allow you to take better notes and be more attentive in class.

- 8) Some suggestions for writing answers.

- (a) Answer the questions in **your own words**.

This will force you to try to understand the material. From a more practical standpoint, you will get point deductions on the exam if it looks like you are memorizing the information without understanding it.

- (b) With most, if not all questions, include **YOUR OWN example** in your answer.

This is another thing I look at in determining how well you **understand** the material as opposed to giving the appearance of having **memorized** it without understanding it.

- (c) Make sure to **directly answer** each question on the study guide.

To encourage you to **think** and **understand**, many questions do not allow you

to just take a topic heading from the text or lecture notes and just write down what is under the heading or subheading.

- (d) Go into **as much detail as possible** in your reasoning and in your descriptions of key concepts in each question.

This is very critical and difficult. My most common criticism by far, both for students who show me answers ahead of time and on exams, is that answers do not go into enough detail for an A or even a B answer. If even your best answers are C answers because you do not go into enough detail, you probably will end up with a D or F on the exam because you may not be prepared for all the questions and/or because you forget some of the material while taking the exam from your general answers done before the exam.

As you read this, you should be wondering how you know whether your answers are sufficiently detailed. The answer to this question is to run **some** of your answers by me in advance of the exam. I am willing to read and provide feedback on up to 5 answers, at least for the first and second exams, as long as they are submitted to me earlier than a day or two before the exam.

#### D. Exam dates

The **tentative** dates for each of the four exams are identified below. These dates may be changed over the course of the semester. Any changes will be announced in class and it is your responsibility to be aware of such date changes.

- 1) Exam #1 – Wednesday, September 14
- 2) Exam #2 – Wednesday, October 12
- 3) Exam #3 – Wednesday, November 2
- 4) Exam #4 – Wednesday, November 30 or possibly, Monday, December 5

#### E. Make-up exams

If a **valid** and **documented** reason exists for missing a regular exam and if I receive prompt notification of the reason for missing the exam (Prompt notification almost always means notification **prior** to the exam.), a student will be allowed to take **one** make-up exam without penalty. Otherwise, a make-up exam still is required but with a penalty. Although it is possible that a student could have a valid and documented reason for missing two scheduled exams, it is very unlikely that a second make-up would be given without penalty unless the student has an extremely compelling and documented reason for missing a second regularly scheduled exam.

If a student misses a scheduled exam without having a valid and documented reason for

missing it, the student still should take a make-up. Even though there will be a major point deduction in this situation, the student is likely to get some points for the exam, rather than getting a score of 0 if a make-up is not taken.

- F. **Extra credit final exam:** In addition to the four required exams discussed above, you will have an extra credit final exam.

The extra credit final exam will be selectively comprehensive. Shortly before the final, I will go over the **details** of how I determine the number of extra credit points, if any, that each student receives if they elect to take the final exam. However, let me say a couple of general things that you ought to know at the outset.

First, typically at least a third of the students who take the final do **not** get any extra credit at all because you need to perform at a low D level on the final to get any extra credit. Realistically, it is hard to perform at this level if you have not performed at a C level on the other tests. This would be because performing at a D level on the regular exams usually means that many of the study guide questions have not been answered and it is very hard to answer these questions for **four** study guides in a few days before the final.

Second, even those who improve their grade, usually improve it by either 1/3 of a letter grade (for example, D+ to C-) or 2/3 of a letter grade (for example, D+ to a straight C).

Third, the final is an excellent opportunity for **better** students to improve their grade. Even if the final is unlikely to move a student into the next whole letter grade category, it helps your GPA as much to raise your grade from a B- to a straight B as it does to raise it from a B+ to an A-.

Final exams are scheduled by the university and the final exam schedule can be accessed through the university website. The below link should take you to the final exam schedule for this semester.

<http://info.sjsu.edu/web-dbgen/narr/static/soc-fall/finals.html>

I teach four section of this course, with the start times being 9:00, 10:30, 1:30 and 3:00, each on Mondays and Wednesdays. Space permitting, I will allow students in one section to take a final with another section but you need to get my approval to do this. Thus, you might want to look at the final times and dates for these other sections if you are not taking another course at the same time.

Speaking of extra credit, you each will have an opportunity to earn 5 points of extra credit by attending an approved speaker presentation. I will announce the details in class, but the approved speakers involve either the Bay Area Retail Conference (BARC) (<http://www.sjsu.edu/cob/barc/retailconference/index.htm/>) or the Silicon Valley Center for Entrepreneurship (<http://www.cob.sjsu.edu/svce/>). There are four approved speaker presentations for the Retail Conference, with each being on Tuesday,

September 21. The website indicates the times, speakers, and location. The speakers for the SVCE have not yet been announced but there probably will be at least three such approved speaker series, with each being on a different evening. I will give you information about these speaker presentations once I become aware of them. Although 5 points of extra credit is not guaranteed to change your grade, there is at least a 50% chance that it can raise your grade by 1/3 of a letter grade. This almost certainly will be your only extra credit option other than the final exam and it is a lot easier to get extra credit by attending a session with a speaker than it is on the final exam. You do not need to even turn in a short write-up to get extra credit for attending a speaker session. All you need to do is sign the appropriate sign-up sheet. You get 5 points of extra credit for attending a speaker presentation even if you attend more than one such session.

## University Policies

### Academic integrity

Students should know the University's Academic Integrity Policy that is available at [www.drc.sjsu.edu/aboutUs/policies\\_guidelines/AcademicDishonestyPolicy.pdf](http://www.drc.sjsu.edu/aboutUs/policies_guidelines/AcademicDishonestyPolicy.pdf)

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Let me address one specific issue involving academic integrity, namely how you can and cannot work together prior to exams on the study guide questions. Here are the does and don'ts with the study guide.

In general, it is permissible to seek help from other students with **fine-tuning** your answer, making sure you are on the right track, and helping you understand concepts in a question. However, it is **not** permissible to have another student do most of the work for you, or for you to do most of the work for another student. Some more specific guidelines with the study guide questions are below. I want to add that students who give their answers to other students will receive a penalty as large or almost as large as the student who gets the answers without doing the answers themselves.

You **cannot** show any of your answers to other students without first having them show you their answers. Even if another student shows you their answer, you should **not** show them your answer unless you can see that they made a serious attempt to answer the question themselves.

Given the above, you **cannot** divide up the questions with other students where you do some of the questions, have other students do other questions and then exchange answers.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at

<http://www.sjsu.edu/larc/>

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at

<http://www.sjsu.edu/writingcenter/>

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

## **College of Business Policies:**

To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

### **Eating:**

Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

### **Cell Phones:**

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

### **Computer Use:**

In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

### **Academic Honesty:**

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally

on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

