

COURSE SYLLABUS



eBusiness

Course code: MKT542, MKT342

Semester and year: Summer II 2021

Day and time: Sessions: Mon./Wed. – **18:00-21:10**,

June 21st – 23rd, 28th – 30th, July 5th - 7th, 12th – 14th, 19th – 21st, 26th - 28th, August 2nd

Instructor: Mgr. Silvia Klinčková, Ph.D.

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Consultation hours: via email for appointment

Credits US/ECTS	3/6	Level	Advanced
Length	6 weeks Intensive Sessions	Pre-requisite	TOEFL iBT 71; MA - None BA - MKT-248 Intro to Marketing
Contact hours	42 hours	Course type	Bachelor Elective also Masters

1. Course Description

This *advanced* course provides a comprehensive up-to-date understanding of the theoretical and practical aspects of utilizing the latest agile methodology, framework, and approaches to successfully undertake business. A basic understanding of business and marketing concepts, strategies, and tactics, as well as terminology is, therefore, assumed. The course includes a review of processes as well as current and future trends and directions, including Agile, Design Thinking and Design Sprint. The course follows the business model methodology to provide the context for the necessary professional discussions. Throughout the course there are practical exercises to evaluate the student's understanding of how methodology enables organizations to operate efficiently and gain a competitive advantage. A final team project, which is developed by the students throughout the course, will be presented at the end of the course to demonstrate the student's mastery of the topics presented.

2. Student Learning Outcomes

After taking this course, the student will be able to actively participate in a discussion about where and how a business can improve its operations and increase competitive advantage. Upon completion of the course students should be able to:

- Describe the theories and concepts underlying agile marketing;
- Demonstrate the ability to apply theoretical knowledge and agile concepts to what marketers are doing in the real world;
- Demonstrate the ability to use up-to-date process of agile marketing;
- Describe the key differences in traditional management versus agile marketing and why a more process-oriented management perspective is important today;
- Formulate a conceptual framework for assessing business environments for opportunities, challenges and risks;

3. Reading Material Required

Materials

- BOOK: The Agile Samurai - How Agile Masters Deliver Great Software, Jonathan Rasmusson, Wiley (2010)
- BOOK: Scrum The Art of Doing Twice the Work in Half the Time, Jeff Sutherland, Currency (2014)
- BOOK: The Power of Habit – Why we do what we do and how to change, Charles Duhigg, Cornerstone (2013)
- BOOK: The Art of Design Thinking – A practical guide to have a successful Design Thinking workshop, José Betancur, Independently published (2017)
- BOOK: Sprint – How to solve big problems and test new ideas in just five days, Jake Knapp, John Zeratsky, Braden Kowitz, Andrea Gottlieb, Simon & Schuster (2016)

Recommended Materials

- BOOK: Make Time – How to focus on what matters every day, Jake Knapp, John Zeratsky, Penguin Random House UK, (2018)
- BOOK: Leaders eat last - Why Some Teams Pull Together and Others Don't, Simon Sinek, Portfolio (2017)
- BOOK: Essential Scrum - A Practical Guide To The Most Popular Agile Process, Kenneth S. Rubin, Pearson Education (2012)
- BOOK: An Everyone Culture - Becoming a Deliberately Developmental Organization, Robert Kegan, Lisa Laskow Lahey, Harvard Business Review Press (2016)
- BOOK: Search Inside Yourself - The Unexpected Path To Achieving Success, Happiness (and World Peace), Chade-Meng Tan, HarperOne; Reprint edition (2014)
- BOOK: Design Thinking Methodology Book, Yayici Emrah, Lightning Source Inc (2016)

4. Teaching Methodology

The course is divided into approximately 11 topics over 12 sessions, during which a variety of student participation methods are used (as detailed below). Classes will be organized principally – but not exclusively – around presentations based on the course books (see above). Discussions are encouraged and case studies may be used to demonstrate students' analytical thinking, creative problem-solving skills, and information acquisition.

- Slide presentations and discussions on the topics new to most students, encouraging interaction during the presentations with examples.
- In the 2nd Session, the Semester Project will be introduced, and students will begin applying the course topics to their specific idea.
- In the 4th Session, students will play an on-line game, simulating the process of identifying business requirements and deciding on best practices to improve a business's competitive advantage.
- In-class student presentations of activities during the semester will allow the 'class' to give feedback to help improve their project.
- Final review and class/peer evaluation of each team's project, including final presentation to practice understanding in various business environments, or cases.
- The basic premise is that we REALLY learn by doing. First, we need to know what we don't know (*knowledge transfer*). Then we need to see how what we don't know is being applied (*association*). THEN, we need to practice together how we apply creatively in our own project how these concepts and capabilities can be applied (*deep learning*) to solve business problems or to capture an opportunity –

collectively, these create competitive advantages. The final grade is based on the student's and their team's ability to apply what they have learned to create a *competitive advantage* within their project.

- To maximize the value for the students, students are **STRONGLY** encouraged to complete the reading **BEFORE** the lesson and to prepare, thus enabling maximum discussion on the current applications of the topics. The student's ability to interact in real time during the course discussion is a critical skill in business and is, therefore, a *critical success factor* in the learning process.

5. Course Schedule

This course schedule may change; any changes will be announced in advance in class.

Note: Should the instructor miss a class, there will be a Make-Up class scheduled at a time that is convenient for the majority of students and the instructor.

Class Meeting Times are **18:00-21:10**. This means that class **starts** at 18:00; so, please, be here a few minutes early and ready to go at 18:00.

Session 1 21/6/2021	Course Information: expectations, deadlines, and procedures; Introduction to Agile – Welcome to Agile world Course Overview and introduction to Agile methodology and Agile marketing.
Session 2: 23/6/2021	Taste of Agile – Explorer This will be a deeper review to provide better understanding of the basic terminology, artifacts, and Agile Manifesto. It also covers agile practices such as social contract, mood marbles, wall of work etc. The shu-ha-ri concept of learning will be introduced and an explanation given of how to master Agility and learning. There will be a discussion about Lipstick Agile (what it is) and examples.
Session 3: 28/6/2021	Deep Dive to Agile Adventures This session will focus on the learning and understanding of Agile methodology and the Scrum framework in more detail. It helps to understand the basic terminology, Agile methodology – values & principles, Scrum framework, clarifying roles and responsibilities of Scrum Master, Product Owner, and team and, at the end, Scrum ceremonies.
Session 4 30/6/2021:	Deep Dive to Scrum framework 1 This class will focus on the introduction of Scrum framework and its organization. The session will cover the following topics in more detail: basic glossary, agile manifesto, brief history of Scrum, Scrum principles and values. In the organization's past, we will be discovering core vs. non-core roles. We will focus on core roles which are Product owner, Scrum master and team itself.
5/7/2021	Public Holiday
Session 5 7/7/2021	Deep Dive to Scrum framework 2 and revision for Mid-term with practical exercises

	<p>This class will focus on Scrum ceremonies and Scrum artifacts. The session will cover the following topics in more details: backlog refinement, sprint planning, daily stand-up, retrospective, showcase and artifacts.</p> <p>It will cover the revision of all previous topics. It will be covered by Q&A as well. Practical exercises will be added to engage with the audience.</p>
<p>Session 6 12/7/2021</p>	<p>Mid-Term Covers all material up to and including Session 5.</p> <p>How to be an Amazing Product Owner The focus of this lecture is on the role of Product Owner – the voice of the customer. It helps to clarify the role and responsibility of the Product Owner. Further, the profile of the Product Owner will be explained.</p>
<p>Session 7 14/7/2021</p>	<p>The Power of Servant Leadership The topic of Servant Leadership will be introduced and explained. It helps to clarify Servant Leadership, to bring clarity and understanding. Further, the profile of Servant Leader and primary duties will be discussed.</p>
<p>Session 8 19/7/2020</p>	<p>Agile Marketing Introduction to Agile Marketing as a modern approach to marketing that uses agile principles, manifesto, and rule of 70-20-10. Description of relationship between Agile methodology and Scrum framework and its clarification.</p>
<p>Session 9 21/7/2021</p>	<p>Design Thinking 1 Design Thinking is a design methodology that provides a solution-based approach to solving problems. The concept of Design Thinking consists of 5 stages: empathize, define, ideate, prototype and test. In this class we will cover:</p> <ul style="list-style-type: none"> • Empathizing: Understanding the human needs involved. • Defining: Re-framing and defining the problem in human-centric ways. • Ideating: Creating many ideas in ideation sessions. <p>The class is focused on theoretical and practical implementation.</p>
<p>Session 10 26/7/2021</p>	<p>Design Thinking 2 Design Thinking is a design methodology that provides a solution-based approach to solving problems. The concept of Design Thinking consists of 5 stages: empathize, define, ideate, prototype and test. In this class we will cover:</p> <ul style="list-style-type: none"> • Prototyping: Adopting a hands-on approach in prototyping. • Testing: Developing a prototype/solution to the problem. <p>The class is focused on theoretical and practical implementation.</p>

<p>Session 11 28/7/2021</p>	<p>Design Sprint & Final project review</p> <p>The Design Sprint is a process for critical business or non-business questions through design, prototyping and testing ideas. It is a mix of business strategy, innovation, behavior science, design thinking, and more. The Design Sprint follows six phases: understand, define, sketch, decide, prototype, and validate. The session is focused on theoretical and practical implementation.</p> <p>We'll spend this last class working together to review the final objectives expected in the Final Project and associated presentations. The output from the discussion will be a list of changes, improvements, or activities to complete the project successfully.</p>
<p>Session 12 2/8/2021</p>	<p>Final Semester Project Presentations and Discussions</p> <p>Each team will provide a 20-minute presentation demonstrating their understanding of the topics covered during the semester. Students in the audience will 'grade' their colleagues' projects, also demonstrating their critical understanding of the elements applied to the various projects. Based on schedules and availability, guests from local Entrepreneurship programs, University and Tech Start-up firms may join the presentations and give their feedback on the students' project presentations.</p>
<ul style="list-style-type: none"> • NOTE: Submission of all course work shall be via the AAU eLearning system in the appropriate location within the online course page for this class. Assignments are due BEFORE the next class date, if not otherwise specified. No excuses. If you are late on the assignment, you will earn a '0' for the assignment. Incorrectly named files will be marked down. • All files must be saved with the following naming convention: • <Team Letter.Team Name. classIDTime.assignment name> • (i.e. Team A_TEAM NAME.eBus Summer2020.ActivityV1.0) 	

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average) (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
CP: Attendance and Class Participation <i>(see below)</i> <i>(Individual)</i>	40 hrs. class participation + 50 hrs. course reading	10%	See Participation , below. Ability to read, think, and express ideas analytically, critically, and creatively. Ability to ask and answer questions relating to subject knowledge. Ability to communicate effectively in oral English. Ability to meet deadlines. Ability to identify and summarize key points relating to a topic.	2,3
CW1 Review of book <i>(see below)</i> <i>(Individual)</i>	10hrs	30%	Ability to recognize when information is needed and to locate, evaluate, and effectively use (including citation) that information. Ability to read, think, and express ideas analytically, critically, and creatively. Ability to identify and use fundamental principles, concepts, and methods essential for the acquisition and application of knowledge. Ability to cite from relevant texts. Ability to identify and summarize key points relating to a topic. Ability to create and give a business presentation. Ability to explain a topic to peers. Ability to communicate effectively in oral and written English.	1,2,3

CW2 Final Team Project and Activities (see below) (Group Assignment): Wordprocessed business report plus	40 hrs.	30%	As CW1 above, plus: Ability to work in a team.	1,2,3
PowerPoint presentation (with notes).				
E1 Mid-term Exam (see below) (Individual) Covers all material up to and including Session 4.	Midterm 10 hrs. prep	30%	See Exam., below. Ability to understand and recall the theoretical aspects of, and terminology used in, the course. Ability to understand, recall, interpret, and extrapolate theory into practice.	1,2,3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

Deadlines in business are critical. Each student is responsible for checking the class course space and their AAU Student e-mail box regularly, attending every class on time, and completing the assignment on time.

- All assignments MUST be correctly uploaded via the NEO LMS (it is your responsibility to learn how to achieve this) PLUS **e-mailed** in **Microsoft Office compatible format – Word for CW1, and speaker’s notes for CW2; PowerPoint for CW2 (no PDFs)** to your course leader by **midnight of the due date** listed in the Assignment Brief (available in the Resources section in NEO).
- Any physical report to be handed in to lecturer by 17:00 on the due date listed in the Assignment Brief (available in the Resources section in NEO).
- Both the assignments **must be word processed** in an appropriate **Business Report format**, as per the **Business Report format** handout, (also available on the class course space). **All sources used must be referenced in an approved academic style using Harvard formatting with in-line citation (author, year, page number) and a complete works cited at the end of the paper. Information on proper Harvard citation** is available on the online class course space.
- **Written assignments must**, as a *minimum*, include a **cover sheet** (use the current **SBA one**, also available on the class course space), **table of contents**, **executive summary**, **introduction**, **conclusion / recommendations**, and **works cited**, as *separate* pages. The main body of the paper should include a **header** (title of course, term and name of student) and **footer** (date and page number). The paper should have normal margins (1” on all sides), be single-sided, 1.5-spaced, **12-point font**, Times New Roman. *Failure to meet ANY of the above requirements will result in the assignment not being graded.*

- *Creativity* is to be demonstrated in the content of your paper. Your work should reflect your understanding of the material. An emphasis on *synthesis* and *critical thinking* rather than simply “reporting” is expected.
- A good summary will earn you no more than a C; adding relevant practical examples will enhance your grade; adding reasoned recommendations will further enhance your grade.
- Requirements for **PowerPoint presentation** (with **notes**), **CW2**. (See below, for details.)
- Students are *required to read and use* the **presentation format guidelines**, (see below), when preparing their presentations.
Each individual **PowerPoint presentation** must be approximately 5-10 minutes long (including time for questions) and must present and analyze in a clear and concise way information relevant to the agreed topic.
This presentation should *not* be just a summary of the topic (*an inadequate presentation; worth 60-70%*) as you will be expected to explain the significance of the topic as well as critically review the topic (*a good presentation; worth 80-89%*). It is recommended to supplement the course book text by finding other texts (e.g. other textbooks and reliable and legitimate online sources) that cover the topic and cite these also (*an excellent presentation: worth 90-100 %!*).
- Your **presentation** *must* be correctly uploaded via the NEO LMS (it is your responsibility to learn how to achieve this) PLUS **e-mailed** to me in **Microsoft PowerPoint compatible format** together with speaker’s notes in a **Microsoft Word compatible format (no PDFs)**, as well as presented in class (but **NOT printed**).
- Your **presentation** *must* include a **cover ‘page’**, a **list of contents**, an **introduction** explaining what is to come and why it is important, a **conclusion / summary**, and **works cited** at the end of the presentation, all as *separate slides*. It must contain a **SWOT Analysis** (only if the topic is suitable), **Criticisms**, and **Recommendations**, all as separate slides.
- Your **presentation** slide master must include a **header** (title of course, term and name of student) and **footer** (date and page number).
- **All sources are to be written in an academic style using** appropriate in-line **citation** (*preferably, Harvard formatting: author, year, page number*). **Information on proper Harvard citation** is available as a link on the online class course space.
- Each presentation will be graded on your understanding of the topic, plus relevant data use, clarity, organization, time management, graphics, etc.
- An ‘A grade’ (90-100%) presentation should demonstrate all of the **7Cs**:
 - **Clarity** in the message
 - **Charisma** when delivering
 - **Credibility** when presenting
 - **Confidence** in front of your audience
 - **Competence** at an essential business skill
 - **Convincing** demeanor
 - **Compelling** case

6. Detailed description of the course participation and assignment grading

Assessment breakdown summary for all assignments

Assessed area	Percentage
QUALITY OF RESEARCH	15
CONTENT / QUALITY OF IDEAS	50

TITLE, INTRODUCTION, CONCLUSION AND TABLE OF CONTENTS	15
ORGANIZATION AND DEVELOPMENT	10
CLARITY AND READABILITY	10
PENALTY FOR ERRORS IN SPELLING, USAGE, MECHANICS	Up to -5

All assignments will be evaluated for clarity of writing, critical analysis of the issues, proper use of references to support positions taken, quality and diversity of sources, and extent to which the assignment meets the requirements specified.

Remember: It is important to answer all aspects of the assignments.

NB For ALL assignments, as per university regulations, five academically respectable correctly cited sources is the minimum expected. Any assignments NOT meeting this standard will NOT be graded.

- **Written assignments must**, as a *minimum*, include a [cover sheet](#), [table of contents](#), [abstract / executive summary](#), [introduction](#), [conclusion / summary](#), and [bibliography / works cited](#), as *separate* pages. The main body of the paper should include a [header](#) (title of course, term and name of student) and [footer](#) (date and page number). The paper should have normal margins (1" on all sides), be singlessided, 1.5-spaced, **12-point font**, Times New Roman. *Failure to meet ANY of the above requirements will result in the assignment not being graded.*
- *Creativity* is to be demonstrated in the content of your paper. Your work should reflect your understanding of the material. An emphasis on *synthesis* and *critical thinking* rather than simply "reporting" is expected.
- For the group assignments, a **Group Self-Assessment form** (see *handout*, available on the class course space on the Google Apps Website) **MUST** be completed by each member of the group. *Failure to do so will result in the assignment not being graded.*
- Your **presentation must** also include a [cover 'page'](#), a [list of contents](#), an [introduction](#) explaining what is to come and why it is important, a [conclusion / summary](#), and [bibliography / works cited](#) at the end of the presentation, all as *separate slides*.
- Your **presentation** slide master must include a [header](#) (title of course, term and name of student) and [footer](#) (date and page number).
- **All sources are to be written in an academic style using** appropriate in-line citation (preferably, **Harvard formatting: author, year, page number**). **Information on proper Harvard citation** is available as a link on the class course space in Google Sites.
- Each presentation will be graded on your understanding of the topic; plus, relevant data use, clarity, organization, time management, graphics, etc.
- An 'A grade' (90-100%) presentation should demonstrate all of the **7Cs**:
 - **Clarity** in the message
 - **Charisma** when delivering
 - **Credibility** when presenting

- **Confidence** in front of your audience
- **Competence** at an essential business skill
- **Convincing** demeanor
- **Compelling** case

CP: Participation and course reading (Up to 10% of Final Course Grade)

All students are expected to attend and participate in class. **Missing class will seriously affect your grade! However, simply attending every class is not participation.** Facebooking, surfing on-line, and texting are not considered active participation and is the fastest way to earn 0 points.

Expect your course leader to keep track of how often you participate by actively responding to questions, asking questions yourself, and engaging in class discussions to help earn your participation grade. If you are not sure, please ask your course leader what you can do to increase your participation grade.

Note that the *quality* of your participation is *not* necessarily a function of the *quantity* of your participation. Your participation grade will be evaluated, (at the end of the course), as follows:

- *Outstanding (90-100%):* Contributions provided important insights for the class. Arguments were well-supported (with evidence) and persuasively presented. If this student were not a member, the quality of the class would have been significantly less.
 - *Good (80-89%):* Contributions were on-target, fairly well-supported and persuasive. If this student were not a member, the quality of the class would have been slightly less.
 - *Attending Non-participant (70-79%):* Contributed nothing to the class. The student attended every class but was silent and did not participate.
 - *Repetitive (-10%):* If a student's class comments were repetitious and obvious and did not add value to the class. That is, you will be penalized for 'airtime' without value.
 - *Unsatisfactory (-20%):* Unsatisfactory contribution occurs due to inadequate preparation. If this student were not a member of the class, the quality of the discussions would have been enhanced.
- ***NB Any or all of the following will IMMEDIATELY reduce your participation grade by 10% for each occasion:***
 1. Arriving late for, or leaving early, a class. Leaving a class apart from hourly breaks.
 2. Continually talking. (This means talking for longer than a few seconds.)
 3. Reading non-course related material, e.g. newspapers and magazines, or online, e.g., Facebook, during class.
 4. Any breach of the **Electronics Policy**, below.
 5. Any other action which another student may reasonably find distracting during class.

7. Detailed Description of the Assignments

CW1: Review of book (25% of Final Course Grade)

Each student will select a book from the following areas of interest:

- Agile Marketing
- Agile Methodology
- Scrum Framework
- Design Thinking
- Design Sprint
- Behavioural Economics

Each student will write a review providing a summary of the book, its key idea and message, its highlights. It will be written in a Word document of 1-2 pages.

- What is required is NOT an essay but a concise business report providing a short summary and analysis of the key points (ideas) in the mutually agreed book. Do *not* waste space with a long Executive Summary, Introduction and Conclusion (they should be very short and confined to the key points). While you should *not* use essay structure and can, and should use bullet points, numbered sections, headings, and sub-headings, and YOU MUST WRITE IN COMPLETE SENTENCES. Full (author, year, page) academic citation must be used. (**No PDFs.**)
- The main body of your review must be in three main parts:

Part 1.

Write a single paragraph summarizing each key idea of the book. Note that the idea is not the same thing as the text, and so a summary of the idea is not the same thing as a summary of the text.

Part 2.

Write a brief objective critique of the idea. This critique should analyse the logical structure of the idea and point out the strengths and/or weaknesses of the idea.

Part 3.

Write a brief subjective critique concerning the book. What are your personal thoughts? What do you agree with? Disagree with? Value? Not value? Is there something you did not understand? End this section with at least two points/questions for discussion in the class.

Then there should be a separate **Conclusion**. Avoid phrases like "in conclusion", "to conclude", "in summary", and "to sum up". These phrases can be useful – even welcome – in oral presentations. But readers can see, by the section title, that your written assignment is about to end. You'll irritate your audience if you belabour the obvious. The conclusion provides an opportunity for you to persuasively and succinctly restate your key points given your reader has now been presented with all the information about the book.

Assessment Grading Breakdown

Assessed area	Percentage
Content / Quality of ideas	10%
Overall quality of research and referencing <ul style="list-style-type: none">• Work with sources and literature	10%
Organization and Development and Clarity <ul style="list-style-type: none">• Structure and format• Clarity and readability (graphics and images, font)• Logical coherence (title, introduction, flow, conclusion, works cited, etc.)	5%
Total	25%

CW2: Final Team Project and Activities (Up to 40% of Final Course Grade)

Description

- Each three to four-person team will choose a specific topic of interest. They will create a Word document (3-5 pages) and presentation.
- The teams will be responsible for collaborating on the project and will use the software applications discussed and reviewed in class to COLLECT, ANALYZE, AND PRESENT their findings.
- The team will present their project on the last day of class during the final week of the teaching semester.
- They will also submit the required files for review, which will represent each individual's contribution to the team effort, demonstrating their ability to effectively use these applications.

E1: Exam. (Mid-term) (Up to 25% of Final Course Grade)

- A **mid-term exam** will be given in the week stated in the **Course Schedule**, above. This written exam will assess not only your understanding of the theoretical aspects of and terminology used in the course but also your ability to interpret and extrapolate this theory into practice. The material to be tested will be taken from the textbook(s), class discussions and handouts and presentations. The format may combine a mixture of short answer, true / false, matching, sort answer, and short essay questions. ***No excuses for absence from the exam will be accepted; the week is stated here.***

Shared Assignments: Your course leader may share completed student assignments with the class as "good examples" of work. If you do *not* want to have your work shared, please notify the course leader at the beginning of the semester. Additionally, your papers may be shared in subsequent sessions of this class. Please notify the course leader if you do *not* wish that to happen.

The Importance of Taking Notes

Students should come equipped to **take notes** at all sessions. Experience shows that learning any subject requires **active involvement** with the material: passively listening, or scanning documents – even repeatedly, leaves little impression. (Still less does looking at

your mobile 'phone, notebook / tablet PC during the lesson; students who do so are more likely to get poor grades or **even fail**.) *The act of making one's own notes, by hand, has a 'magic effect' of stimulating thought and understanding.* Any student who takes the course seriously will need to take his or her own notes in the lessons, and his or her own notes on the textbook(s) and do further reading (i.e. from my handouts) – and will need to revise those notes in preparation for the assignment. My lessons are no more than an *introduction* to a complex and demanding subject; and just reading my PowerPoint slides will *not* be enough to gain the necessary level of knowledge and understanding.

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses.

Electronic communication and submission

The university and instructors **shall only** use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "MKT542 or MKT342 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Document Naming: For any documents submitted electronically the file name must include the following:

- Number of Assignment, Project, or Presentation
- Course Number
- Your Last Name

Example: **MKT542 or MKT342_CW1_Smith.doc**

For all hard copies submitted **Student Name, Course# and Assignment** should be clearly visible on first page.

Attendance

Attendance is required. Students who are absent 35 percent of classes [i.e. 5 times or more] will be failed (or administratively withdrawn from the course if most absences are excused). Students might also be marked absent if they miss a significant part of a class (by arriving late or leaving early) as specified in the syllabus. **Therefore, any student who has missed five classes of this course will be asked to WITHDRAW. Should they fail to WITHDRAW from the course they will be FAILED.**

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he must submit to the **Dean of Students** an Absence Excuse Request Form supplemented with documents providing reasons for the absence. The form and documents must be submitted **within one week of the absence**. If possible, it is recommended the

instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows for a make-up.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please, follow the deadlines.

Electronic devices

- **Mobile phones** must be turned off during classes and **placed in a bag on the floor**. No calling or texting during class meetings (wait until the break). Unauthorized usage of said devices will result in a **lowering of class participation grade by 5%**.
- **Laptops and Tablets:** may NOT be used during class time unless approved by course leader. They must be **placed in a case or bag**. Unauthorized usage of said devices will result in a **lowering of class participation grade by 5%**.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior, the student will be expelled from the exam and the exam will be marked as failed.

Quality of Written Assignments:

All written assignments including in-class quizzes, exams, exercises, assigned papers etc. **must be written at an acceptable university level of quality**. This means students **must** proofread exams, assignments, papers etc. and make sure they are free of grammatical, spelling, sentence structure and other errors. Papers with a high level of errors of this type (meaning more than one per page) will be graded down substantially. This means students **must take ownership of the works they submit**.

For students who need assistance with writing skills the school now offers the Academic Tutoring Center. Students who are unsure of their writing abilities should work with the writing lab **before assignments are due**. Most if not all assignments with a significant writing component are given with enough advance time for student to work with lab **before** submitting **work**.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND–REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; to self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation but relies too closely on the text’s original wording and/or structure.

As the minimum policy, the types of plagiarism from 1 through 8 result in a failing grade for the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B–	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C–	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to

D	60 – 64	allow for a passing grade in School Required Courses. It does not qualify as a passing mark for the General College Courses and Electives.
F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by and when: Silvia Klinčková, Ph.D., 5th January 2021.

Tentatively Approved by:

Jan Vašenda, Dean, School of Business Administration, 8th January 2021.