About the Instructor

Contact information:

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Virtual Office Hours via Zoom: by email appointment
In-Person Office Hours: 9 – 11 am Monday and Wednesday or by email appointment

Welcome
Welcome to the vibrant universe of Digital and Social Media Marketing! As your guide and Associate Professor of Digital and Social Media Marketing at UMSL, I am excited to share my passion for understanding consumer and firm behaviors in this dynamic space. My enthusiasm for this field stems from the endless possibilities it presents, and I am eager to ignite that same spark in you. Together, we are set to explore an array of cutting-edge digital marketing strategies and measurement techniques that define the pulse of today's market. Throughout this course, we will explore captivating topics such as paid search advertising, search engine optimization, display advertising, inbound marketing, influencer engagement, the art of engineering virality, and the transformative world of generative AI. I aspire for you to not just gain knowledge but to uncover essential insights and invaluable skills that will empower your journey in state-of-the-art digital marketing. Let us embark on this exciting adventure together, where every lesson is an opportunity to thrive and grow in the thrilling landscape of digital marketing!

Instructor Bio
I completed my Ph.D. in Marketing at UCLA in 2013, and since then, I have been deeply engaged in academia. At UMSL, I instruct a variety of courses, including Digital Marketing Strategies and Measurement (MBA), Marketing and Business Analytics (MBA), Marketing Analysis (Undergraduate), and Statistical Modeling (DBA). My research journey revolves around intriguing areas such as online word-of-mouth, online search behavior, and the intricacies of content analysis, including text mining and LDA topic modeling. Additionally, my interests extend to exploring the dynamics of online product pricing, advertising strategies for experience-based products, and employing causal inference methods in time-series cross-section data. I employ econometric and statistical models to decode the impact of companies' marketing endeavors on real-world consumer behavior. My research methodology primarily involves observational data, steering away from laboratory experiments, allowing for a nuanced understanding of the market landscape. My contributions have found their place in esteemed academic journals within marketing and business. Publications in distinguished platforms like the Journal of the Academy of Marketing Science, International Journal of Research in Marketing, Journal of Business Ethics, Journal of Interactive Marketing, and European Journal of Marketing underscore my commitment to advancing knowledge in these fields. Beyond academia, my research has garnered attention and has been featured in notable outlets such as [Harvard Business School's Working Knowledge](), [Forbes](), [Huffington Post](), and [The Globe and Mail](). Notably, I was invited by [the Maeil Business Newspaper](), South Korea's premier business daily, to present my 2017 Journal of Interactive Marketing paper aimed at practitioners. My dedication to research excellence has been recognized through prestigious awards, including the 2019 Emerald Literati Award, the 2019 Durand

Award for Research Excellence, and the 2023 UMSL CoBA Research Excellence Award for Marketing & Entrepreneurship. Should you wish to delve deeper into my professional endeavors, I invite you to explore [my homepage](#) for further insights.

Teaching Philosophy

I strongly emphasize the significance of motivation in fostering successful learning experiences. My primary goal is to inspire and encourage your active participation in the learning journey. Understanding marketing is an applied discipline, I firmly believe in bridging the gap between classroom theories and real-world scenarios to kindle your interest and increase engagement. To achieve this, I leverage diverse educational materials, integrating discussions about real-world challenges and contemporary business news into our learning environment. I am committed to creating a dynamic space where the relevance and practicality of the subject matter are constantly highlighted, ensuring that our classroom experiences resonate with the ever-evolving landscape of the business world.

About the Course

Course Description

Prerequisites: MKTG 5700. This course provides students with the theoretical understanding of the internet marketplace necessary to adapt to its many changes, while also introducing them to the real-world internet marketing problems. The following topics will be covered: (1) an overview of the digital landscape and status quo; (2) digital advertising and promotion including search advertising and display advertising; and (3) transitioning to digital: product, price, and place.

Course Objectives

This course will equip you with the knowledge and skills to navigate the dynamic digital marketing landscape and become a strategic leader. After completing this course, you will be able to:

1. Decode New Consumer Behaviors
    *   Analyze the impact of the internet on consumer behavior: Understand how consumers research, shop, and interact with brands online. Deconstruct emerging trends like showrooming and the spread of electronic word-of-mouth.
    *   Develop effective marketing strategies: Formulate proactive strategies to address consumer behaviors and maximize engagement in the digital domain.

2. Master Powerful Digital Marketing Tools
    *   Evaluate and develop paid search, display advertising, and search engine optimization strategies: Analyze the effectiveness of these critical digital channels and develop data-driven strategies for optimization.
    *   Harness the power of social media marketing: Master the art of social media engagement and leverage social media for effective marketing campaigns.
    *   Explore the potential of generative AI: Understand the capabilities and implications of generative AI in the marketing landscape and identify its potential applications to enhance your campaigns.

3. Stay Ahead of the Curve with Emerging Technologies

- Gain insights into cutting-edge digital marketing technologies: Stay informed about the latest trends and innovations in the field, including AI-powered solutions, personalized marketing, and immersive technologies.
- Analyze the managerial implications of emerging technologies: Develop a strategic understanding of how these technologies can impact business and marketing strategies.

By achieving these objectives, you will graduate from this course equipped with the essential knowledge, critical thinking skills, and strategic vision to become a successful digital marketing professional.

Course Topics
This course consists of three topical parts.

Part 1: The Digital Industry and Online Consumer Behavior. It is essential to understand the overall digital industry landscape and how consumers use digital technologies in their purchase processes. Part 1 introduces online consumer behaviors enabled by the internet and explores the recent strategic moves in the digital industry. We will study how firms use the internet to create competitive advantage (Week 1), how the internet has changed consumer shopping behaviors and seller strategies (Weeks 2 & 3), and how consumers use electronic word-of-mouth (e.g., user reviews) in their purchase journey and how eWOM affects firms' market outcome (Week 4).

Part 2: Digital Marketing Strategies and Tools. Part 2 explores various digital marketing tools that firms use to communicate the value of their products to consumers. We will study how firms use paid search and display advertising to reach out to consumers (Week 5), how companies attract (instead of reaching out to) customers to their websites with inbound marketing tools (Week 6), how firms engage with consumers on social media and make their content viral (Week 8), and importantly, how firms can harness the power of Generative AI (Weeks 9 & 10) **Week 7 is reserved for the group project kick-off meeting**

Part 3: Digital Marketing Measurement and Analytics. Measuring digital marketing effectiveness is essential yet challenging. Module 3 focuses on digital analytics to assess the effectiveness of digital marketing activities. We will survey various web metrics that measure online consumer behavior (Week 12), learn a powerful thought process and tools to optimize outbound digital marketing strategy (Week 13), and study the importance of balancing resource allocation between online and offline (Week 14). In doing so, we will appraise the complex interactions of online marketing tools and learn that online marketing activities do not work in silos but interact with offline marketing activities.

Course Format: Online/In-Person Blended Format
I designed this course to integrate asynchronous online and in-person learning modes to help you engage with the course content and other students while providing the flexibility to balance your learning activities and other responsibilities.
In-Person Sessions
- Scheduled Dates: January 29, February 12, March 12, and April 23 (All Wednesdays)
- Time: 6:00 PM to 8:40 PM
- Location: ABH 003
- Purpose: These sessions are designed for direct interaction and collaboration between students and myself, fostering a deeper understanding through face-to-face discussions and activities.

Asynchronous Online Sessions
- Scheduled Dates: All weeks other than the in-person weeks.
- Availability: Weekly learning activities will be accessible on Canvas starting each Monday.
- Deadline: The end of Sunday each week
- Purpose: The asynchronous online sessions will provide you with the flexibility to engage with the course material and participate in learning activities at your own pace, fitting into your schedule.

Course Materials
- **Canvas course site (**https://umsystem.instructure.com/courses/303001**):** All learning activities will occur on Canvas. The Canvas course site contains VoiceThread lectures, discussion questions, projects, and the final exam.
- **Harvard course pack**: The course pack is essential for your learning. It contains almost all the course materials (lecture slides, industry and newspaper articles, and case study materials). The course pack is available for purchase at https://hbsp.harvard.edu/import/1218146.
- **Stukent AI Micro Module**: We will use this micro module in Weeks 8 and 9. More information will be provided.

Time Requirements:
Our course is a 3-credit hour course and requires 3 hours each week **in addition to** the time it takes you to read the required materials and complete the assignments. That means that you need to plan to spend **a minimum of** 3 **hours every week** on activities related to this course.

Note on Accessibility:
This course includes content and assessments that contain images, graphics, and/or illustrations to communicate and represent the concepts you will be learning. If you anticipate any issues accessing these, please contact me as soon as possible, so that we can ensure you have full access to the required content.

How to Succeed in This Course

This course is divided into 16 weekly sessions. The activities you must complete will be inside each weekly module in Canvas, with a clear outline of deadlines for each activity. Common weekly activities include reading the assigned articles and lecture sides, watching the VoiceThread lecture, participating in the discussion, and discussing the assigned business case. You will also have one exam, several written assignments, and one group project presentation. Please plan to complete assignments as early as possible to allow for any complications you may encounter submitting your work.

Assessment/Grading

Grade Composition
The course grade will be based on the following individual and group activities.

- **Individual (70%)**

Ice Breaking	1%
In-Person Class Attendance	4%
Online Attendance (Watching VT Lectures)	9%
Discussion on Lecture	10%
Case Analysis Executive Memo	6%
Discussion on Case	10%
The Next Big Thing Report #1	10%
Final Exam	15%
Peer Evaluation	5%

- **Group (30%)**

The Next Big Thing Report #2	10%
Using AI to Assess Creative Concepts	
- Report	10%
- Presentation	10%

- Ice Breaking (1%)
  There is an ice-breaking activity in Week 1. You are expected to create your own piece and post it on the discussion board. You will also engage with classmates by reading their stories and responding thoughtfully to at least two posts.

- In-Person Class Attendance (4%)
  You are expected to attend all four in-person sessions in Weeks 3, 5, 9, and 15 and actively participate in the learning activities, including discussions on lectures, business cases, and business case exercises.

- Online Attendance (9%)
  There will be nine asynchronous online sessions in the semester, where online lectures through VoiceThread will be provided. You are expected to watch the VoiceThread lecture assigned in the week to earn credit for online attendance.

- Discussion on Lecture (10%)
  Most weeks, there will be discussion questions on the week's topic, and you must answer at least one of them. Please read the week's assigned articles and lecture slides and watch the VoiceThread lecture before answering the discussion questions. The deadline varies depending on whether it is an in-person or an online week. Each week's discussion deadline can be found in the week's Canvas folder.

- Case Analysis Executive Memo (Case EM, 6%)
  We will study six business cases throughout the course. Case EM is a one-page, single-spaced memo summarizing the assigned case in the week. It is designed to help you prepare for the case discussion by summarizing the business environment in which the focal company is situated and identifying the main issues facing the focal company. When Case EM is expected to be submitted, you should upload it through the designated place on Canvas **by Wednesday 12:00 pm.**

- Discussion on Case (10%)

We will analyze and discuss business cases throughout the course. You are expected to actively participate in the case discussion when there is an assigned case in the week. In the in-person weeks, the discussion will take place in the classroom. In the online weeks, the discussion will take place in Canvas.

- The Next Big Thing Report #1 (10%)
  In The Next Big Thing Report #1, you are required to identify and discuss *two* emerging technologies, digital marketing tools, or business models that have recently had a significant impact on firms' marketing operations or are anticipated to have such an impact in the near future. These technologies, tools, or business models should meet two criteria: (1) they should have already demonstrated or are expected to demonstrate a profound influence on firms' marketing operations; (2) they should be of personal interest to you, as you will further explore one of these choices throughout the semester in collaboration with group members who share similar interests. Please write the names of the two items you chose and explain why they pique your interest. This assignment will serve as the basis for forming groups, as students will be grouped based on their selections of technologies, digital marketing tools, or business models. **Maximum two pages, single-spaced, 12-point Times New Roman. Due at the end of Week 7**.

- Final Exam (15%)
  The final exam evaluates your understanding of the concepts that you learned in this course. The exam is an open-book, online exam and covers all the topics you learned in this course. We will use UMSL's official online proctoring service (Honorlock) to monitor your exam.

- Peer Evaluation (5%)
  At the end of the semester, team members will evaluate each other's participation in the group projects and a presentation. You will lose 5% of your course grade if you do not submit your peer evaluation.

- The Next Big Thing Report #2 (10%)
  Based on the Next Big Thing Report #1, I will assign students to a team that shares similar interests. Then, each team will decide on *one* technology, tool, or business model they will delve deeper into in Report #2. Report #2 may include: (1) how the technology, tool, or business model works; (2) how companies have used or will use it to enhance the effectiveness of their marketing operations; (3) and what opportunities and threats the technology, tool, or business model provide. **Maximum five pages, double-spaced lines, 12-point Times New Roman font. Due on Week 15 Sunday.**

- Using AI to Assess Creative Concepts Report (10%)
  This report is your write-up for the group project on using AI to assess creative concepts. The group project will provide hands-on experience using gen AI tools to assess alternative creatives for a real company's marketing campaigns. I will explain the group project in detail in Week 9. **Max five pages with double-spaced lines and 12-point Times New Roman font. Due on Week 15 Wednesday (by 12 pm).**

- Using AI to Access Creative Concepts Presentation (10%)
  Each team will present its group project report in Week 15.

  Feedback and Grading Timeline
  - Discussion on Lecture and Case: Unless announced otherwise, the feedback and score will be provided by **the end of Wednesday of the following week**.

- Case Analysis EM: Unless announced otherwise, the feedback and score will be provided by **the end of Wednesday of the following week**.
- The Next Big Thing Report #1: The feedback and score will be provided by **the end of Week 8**.
- The Next Big Thing Report #2, Using AI to Assess Creative Concepts Report and Presentation: The feedback and score will be provided **by the end of Week 16**.
- Final Exam: The feedback and score will be provided by the **end of Week 17**.

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Syllabus: MKTG 5721, Spring 2025
Digital Marketing Strategies and Measurement

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Course Schedule (Subject to change)

In-Person Sessions: 2/5 (Week 3), 2/19 (Week 5), 3/19 (Week 9), 4/30 (Week 15); from 6 to 8:40 pm in ABH003

Week	Topic (Chapter in Course Lecture Slides)	Case (For the complete list of weekly reading suggestions, see the **Weekly Reading List** section)	Assignment
1 (1/21 – 1/26)	Overview of Digital Industry and Digital Marketing (Ch. 1)		
2 (1/27 – 2/2)	New Shopping Behavior and Coping Strategies (Ch. 2)		
3 (2/5)	Selling on Online Retail Platforms (Ch. 3)	Schiit Audio	EM: Schiit Audio
4 (2/10 – 2/16)	eWOM and Leveraging the Power of Earned Media (Ch. 4)		
5 (2/19)	Reaching Out to Consumers with Paid Search and Display Advertising (Ch. 5)	Motorcowboy	EM: Motorcowboy
6 (2/24 – 3/2)	Pulling in Consumers with SEO and LPO (Ch. 6)		
7 (3/3 – 3/9)	Advertising on Social Media Platforms with Influencers and Making Viral Content (Chs. 7 & 8)		The Next Big Thing Report #1
8 (3/10 – 3/16)	Harnessing the Power of AI 1 (Ch. 9)		
9 (3/19)	Harnessing the Power of AI 2 (Ch. 9)	Using AI to Assess Creative Concepts	EM: Using AI to Assess Creative Concepts
10 (3/24 – 3/30)	Spring Break		
11 (3/31 – 4/6)	Measuring and Understanding Online Consumer Activities (Ch. 10)		
12 (4/7 – 4/13)	Optimizing Paid Search Advertising: Getting More Bang for Your Buck (Ch. 11)	Air France	
13	Balancing Online and Offline (Ch. 12)	BBVA Compass	

(4/14 – 4/20)		
14 (4/21 – 4/27)	Group Project Preparation (No Lecture)	
15 (4/30)	Group Projects Submission and Presentation Course Evaluation	The Next Big Thing Report #2 Using AI to Assess Creative Concepts Report and Presentation
16 (5/5 – 5/11)	Course Wrap-Up and Study Week	
17 (5/12 – 5/15)	Final Exam (Online) and Peer Evaluation	

Weekly Reading List

Week 1: Overview of Digital Industry and Digital Marketing
- Chapter 1 of Lecture Slides
- Gupta & Davin (2019), Chapter 1.

Week 2: New Shopping Behavior and Coping Strategies
- Chapter 2 of Lecture Slides
- Bell, David R., Santiago Gallino, and Antonio Moreno (2014), "How to Win in an Omnichannel World," MIT Sloan Management Review. (Available through UMSL library: https://library.umsl.edu)
- Gupta & Davin (2019), Chapter 2.4.

Week 3: Selling on Online Retail Platforms
- Chapter 3 of Lecture Slides
- Israeli, Ayelet, Leonard A. Schlesinger, Matt Higgins, and Sabir Semerkant (2022), "Should Your Company Sell on Amazon? Reach Comes at a Price," Harvard Business Review. (Available through UMSL library: https://library.umsl.edu)
  (Case Study)
- Stanko, Michael A. and Jeff Pollack (2020), "Schiit Audio: Does It Make Sense to Sell on Amazon?" Ivey Publishing.

Week 4: eWOM and Leveraging the Power of Earned Media
- Chapter 4 of Lecture Slides
- McGinty, Jo Craven (2016), "For Hotels, Online Reviews Really Matter to the Bottom Line," *The Wall Street Journal*, Nov. 18, 2016.

- Kapner, Suzanne and Sharon Terlep (2019), "Online Influencers Tell You What to Buy, Advertisers Wonder Who's Listening," *The Wall Street Journal*, Oct. 20, 2019.
- Rana, Preetika (2023), "Customer Ratings Have Become Meaningless. 'People Hand out 5 Starts Like It's Candy.'," The Wall Street Journal, June 5, 2023.
- Torry, Harriet (2023), "She Gave a Hotel a Mediocre Review. Then Came the Badgering," *The Wall Street Journal*, Dec. 14, 2023.

Week 5: Reaching Out to Consumers with Paid Search and Display Advertising
- Chapter 5 of Lecture Slides
- Gupta & Davin (2019), Chapter 2.1.

(Case Study)
- Maddux, Robert, Timothy Harr, Martha Gray, Gautam Kanaparthi, Prateek Shrivastava, and Matthew Weiss (2014), "Motorcowboy: Getting a Foot in the Door (A)," University of Virginia Darden School of Business.

Week 6: Pulling in Consumers with SEO and LPO
- Chapter 6 of Lecture Slides
- Gupta & Davin (2019), Chapter 2.2.

Week 7: Advertising on Social Media Platforms with Influencers
- Chapters 7 & 8 of Lecture Slides
- Gupta & Davin (2019), Chapter 2.3.
- Teixeira, Thales (2012), "The New Science of Viral Ads: Five Techniques Can Help Companies Make Commercials That People Will Watch and Share," Harvard Business Review. (Available through UMSL library: https://library.umsl.edu)

Week 8: Harnessing the Power of AI – Part 1
- Chapter 9 of Lecture Slides (Sections 9.1 – 9.3)
- Wu, Andy and Matt Higgins (2023), "Generative AI Value Chain," Harvard Business Review.
- Hubspot (2023), "AI Trends for Marketers: How AI is Changing Marketing and Driving Rapid Business Growth."
- AI in Marketing Micro Module by Stukent

Week 9: Harnessing the Power of AI – Part 2
- Chapter 9 of Lecture Slides (Sections 9.4 – 9.6)
- AI in Marketing Micro Module by Stukent

(Case Study)
- Whitler, Kimberly, Serena Hagerty, Julie Daum, and Giorgi Ben-Meir (2024), "Using AI to Assess Creative Concepts," Darden Business Publishing.

Week 11: Measuring and Understanding Online Consumer Activities (Web Metrics)

- Chapter 10 of Lecture Slides
- Farris, Paul, Neil Bendle, Phillip Pfeifer, and David Reibstein (2015), Marketing Metrics: The Manager's Guide to Measuring Marketing Performance, 3rd ed. Pearson FT Press. Chapter 10.

Week 12: Optimizing Outbound Marketing: Getting More Bang for Your Buck
- Chapter 11 of Lecture Slides

(Case Study)

- Jeffery, Mark, Lisa Egli, Andy Gieraltowski, Jessica Lambert, Jason Miller, Liz Neely, and Rakesh Sharma (2009), "Air France Internet Marketing: Optimizing Google, Yahoo!, MSN, and Kayak Sponsored Search," Harvard Business Publishing.

Week 13: Balancing Online and Offline
- Chapter 11 of Lecture Slides
- Nichols, Wes (2013), "Advertising Analytics 2.0," Harvard Business Review, March 2013. (Available through UMSL library: https://library.umsl.edu)
- Gupta & Davin (2019), Chapter 2.1.

(Case Study)

- Gupta, Sunil and Joseph Davies-Gavin (2012), "BBVA Compass: Marketing Resource Allocation," Harvard Business Publishing.

Course Policies

Participation
If you are unable to participate in the scheduled class activity or discussions, you must notify me within the week of that class module or discussion. I reserve the right to make judgment to accept and/or make–up assignments missed because of failed participation in the course activities.

- It is vitally important that our classroom environment promotes the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions. **Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded**.
- I will not respond to each post but will be monitoring each discussion. I will check the discussion board twice a week: **Tuesday afternoon and Thursday afternoon**.
- Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments, coursework and discussions. Timely participation in online discussions is a vital part of this course and participation in these discussions, and other activities as assigned, is not optional. You are expected to prepare and post to discussions in a timely manner consistent with the requirements contained within the course syllabus.

Attendance Policies
- ***Present*** for the online component of our course is determined by participation in an "academically related activity," i.e., submission of an assignment, assessment or discussion forum posting. The last day of attendance is the last day a student is academically participating in the blended course whether in-person or online as defined here.
- Documentation that a student has logged into the Canvas course site alone is not sufficient by itself to demonstrate academic attendance.
- Lack of attendance in-person or submission of work in Canvas could result in an automatic course drop.

Academic Integrity/Plagiarism
- You are responsible for being attentive to and observant of University policies about academic honesty as stated in the University's Campus Policies and Code of Student Conduct found in the UMSL Bulletin.
- Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by using any unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., copying someone else's answers on tests and quizzes). Unauthorized possession or distribution of academic materials is another type of academic misconduct. It includes the unauthorized use, selling or purchasing of examinations or other academic work, using or stealing another student's work, unauthorized entry or use of material in a computer file, and using information from or possessing exams that I did not authorize for release to students. Falsification is any untruth, either verbal or written, in one's academic work. Facilitation is knowingly assisting another to commit an act of academic misconduct. **Plagiarism, cheating, and falsification are not acceptable.**
- All instances of academic dishonesty will be reported to the Office of Academic Affairs, which will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. I will make an academic judgment about the student's grade on that work in this course. The campus process regarding academic dishonesty is described in the "Policies" section of the Academic Affairs website.
- **Generative AI Policy:** You may use AI tools such as ChatGPT, Microsoft Copilot, and Grammarly to aid in writing the reports and answering discussion questions. (Recommended uses include brainstorming ideas and checking grammatical errors.) However, your submission must reflect your own thinking; copying and pasting GenAI answers without adding your original thoughts is strictly prohibited. To determine the authenticity of your work, I will scan your work on GPTZero (https://gptzero.me/), which predicts the probability that a text is written by AI. If the probability exceeds 20%, I will not accept your work for grading.

Online Class Netiquette/Behavior

- **Be self-reflective** before you post an emotional response. Reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard, and remembered by others in the class.
- **Use effective communication.**
    - Avoid the use of all caps or multiple punctuation elements (!!!, ???, etc.).
    - Be polite, understate rather than overstate your point, and use positive language.
    - If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.
- **Ask for clarification** to a point if you feel emotional from a classmate's post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.
- **Sign your name.** It is easier to build a classroom community when you know to whom you are responding.
- **Foster community.** Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.
- **Be constructive.** You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
- **Keep the conversation on topic** by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a certain dialogue going on, please add to it, but if you have something new to say, please post it in another thread.
- **Define your terms.** When using acronyms or terms that are particular to your field (or new to our course), please define them for others.

Title IX Policies
- **Mandatory Reporting:** Under Title IX, I am obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals.

Student Resources

Access, Disability and Communication
Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS) immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and

steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations.

- 144 Millennium Student Center (MSC)
- Phone: (314) 516-6554
- Email: Tara Cramer, cramert@umsl.edu, or Adam Mann, mannad@umsl.edu
- Website: http://www.umsl.edu/services/disability/

Office of International Students and Scholar Services
If you have difficulty communicating in English with the instructor of this course, contact ISS.

- 362 Social Sciences & Business Building (SSB)
- Phone: (314) 516-5229
- Email: iss@umsl.edu
- Website: http://www.umsl.edu/~intelstu/contact.html

Student Enrichment and Achievement
SEA provides comprehensive support and intervention strategies that support your road to graduation!

- 107 Lucas Hall
- Phone: (314) 516-5300
- Email: umslsea@umsl.edu
- Website: https://www.umsl.edu/services/sea/

Office of Multicultural Student Services (MSS) and the University Tutoring Center (UTC)
MSS provides comprehensive student retention services to diverse student populations; through their tutoring center, the MSS offers comprehensive tutoring services free to students at UMSL.

- 225 Millennium Student Center (MSC)
- Phone: (314) 516-6807
- Email: multicultural@umsl.edu
- Website: https://www.umsl.edu/~mcraa/index.html