Fully Online Course – Marketing Concepts
Summer 2020

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Contact Instructions: Correspondence is best handled via e-mail. If sent M-F, I will do best to get back to you that day. Evening correspondence is typically handled the next day. Weekends may go beyond 24-hour response time. If needed, we may speak via phone, it is best to schedule a call so that I am available at the appointed time. If needed, we may arrange to meet in person, preferred venue is the DUC or other campus location at mutually agreeable time.

Course Description

This course gets you to think like a marketing executive. We will become savvy in all of the strategies, tools, techniques and technologies used by 21st Century marketing managers. Our curriculum includes classic marketing concepts and reaches into newer theories utilizing marketing to move the values driven concepts which move the human spirit. We look at the evolution of marketing building our skill sets in 4 P’s of marketing along with (STP) segmentation, targeting, and positioning. Then we move into Marketing 3.0 to address higher level consumer needs (Human Spirit).

Course Goals

1. After 2 weeks understand the basics of marketing – that is to say understanding the important elements of a product (4 P’s), then applying these concepts to actual products.
2. After 5 weeks students will build a STP tool kit allowing them to break the market for their product into meaningful segments, explain how a product will address the needs of specific segments (target), and recommend a positioning program for the product to follow.
   a. The student will explain and illustrate a description of various possible segments in the market for the selected product.
   b. Through appraisal of these segments the student will demonstrate how the product will meet the needs of specific segment(s).
   c. Upon reflection of course concepts a recommendation will be made as to how a positioning program for the company to follow for the product.
3. By the end of the course students will develop an understanding of how companies position their products to address higher level Maslow needs – sustainability, socio-cultural transformation, tell stories that move people, and provide a great place for employees to work; in order to move the human spirit to purchase a given product. Students will demonstrate understanding of these concepts by applying to actual products in constructing at least 3 of the following:
   a. Values Based Matrix
   b. 3i Model
   c. Show how marketing the mission will influence the consumer
   d. Recommend a set of employee values to demonstrate human spirit marketing
   e. Design a program creating a socio-cultural transformation via the purchase of this product
4. Build communication and specifically public speaking skills to be used in a business environment to influence how others view your project. [The student will do this by applying the course knowledge to a chosen product in order to communicate the concepts to the rest of the class.] Note many previous students have remarked that public speaking is not comfortable for them. Yet over the duration of the semester students noted that the course work allowed them to gain confidence and capability in speaking to a class. Since this course is online most of the speaking will be via podcast or other recording.

5. During the semester through class discussion and presentation of HBR articles, students will share and explain marketing concepts with their peers. This provides practice in evaluating their own understanding and critiquing fellow students.

6. By the end of the term students will have the skills to critique a company’s marketing message and image along with designing a program to take any company to Marketing 3.0. Students apply this on their own work and in peer evaluation of others.

Course Overview

I. **Unit #1 = ORIENTATION** (Lasts 3-4 days)
   a. Read the class welcome letter (to be written) & instructor bio
   b. Print/read syllabus
   c. Obtain course materials as noted on the syllabus
   d. Become familiar with necessary technology/Canvas using material from online course
   e. Complete Techno Skills Questionnaire
   f. **Introductory** discussion – copy note from discussion board.
   g. **Academic Integrity & Citation** discussion. Complete an assignment regarding student’s acceptance of the academic integrity statement.

II. **Unit #2 Intro to Marketing & The 4 P’s** (Lasts 2 weeks)
   a. Content to read/view = Ch 1-4 in M3.0, websites on 4 P’s, HBR Articles, Instructor generated ppt slides, M3.0, videos by Kotler and others
   b. Interactive exercise(s) = discussion board asking students to select a product to use for the course and explain to group why the product was chosen; submit photo of good/bad packaging with assessment of it; HBR articles
   c. Deliverables/Assessment measures = video on 4 P’s for product, short quiz, team reports on HBR articles, online discussions

III. **Unit #3 Segmentation, Targeting, and Positioning** (Lasts 3 weeks)
   a. Content to read/view = HBS packet, HBR articles, Instructor generated slides, M3.0 Ch 5-6, videos as assigned
   b. Interactive exercise(s) = discussion board on evolution of marketing; HBR articles
   c. Deliverables/Assessment measures = small project on segmentation, quiz, video on STP for product, paper, team reports on HBR articles, online discussions

IV. **Unit #4 Marketing 3.0** (Lasts 2 weeks)
   a. Content to read/view = M3.0 Ch 7-10, Instructor generated slides, Legal Aspects of Pricing
b. Interactive exercise(s) = 2 stage discussion on Legal Aspects...

c. A case study will be assigned to a group of 3-5 students to develop an analysis and presentation

d. Deliverables/Assessment measures = students construct VBM, short quiz on M 3.0, video on M 3.0 for product; group case studies; online discussions

V. **Unit #5 Synthesis, Final** (Lasts 1 week)

a. Content to read/view = Course Synthesis

b. Interactive exercise(s) = Questions you want to ask a marketing professional

c. Guest speaker online (or assigned video)

d. Deliverables/Assessment measures = Final Presentation – via a synchronous session of the class, peer review of other presenters

**Course Materials**

**Texts**


**Articles & Course Aids** – Purchased direct from Harvard Business Publishing

- Article – “Legal Aspects of Pricing”, Darden
- HBP Packets as assigned during course – Segmenting & Targeting; Brand Positioning
- Case Studies, as assigned

**Course Evaluation – Rubrics provided via Canvas**

*Class Presentations (Kultura Video, podcasts or equivalent):* Each student will select a product to follow throughout the term. There will be 3 presentations of 8 minutes demonstrating mastery of course concepts as it relates to your product. Additionally, student groups of two will present findings from a HBR article assigned for class reading. Further each student will respond online to 2 articles presented by classmate.

*Writing Assignments:* There are 2 papers written in this course, each of 750 words or less. Students will write a paper on each of the 3 levels of Marketing explored in the class. The papers will be written after the student has completed the oral presentation for the stage of marketing.

*Case Study:* There will be a case study assigned to groups of students (3-4 per group) late in the course. Each group will be responsible for developing a case analysis to ‘present’ to the class. Details of this are in incubation. As this is a group exercise each student will be expected to interact with classmates at least via email if not via virtual or in person meetings.

*Class Participation:* During class we will have online discussion on the lectures, course books, and assigned HBR readings. It is expected that each student will log in to the course 3-4 times per week. Students are encouraged to participate in a timely and substantive manner. Avoid waiting until due
dates to begin assignments as this will likely cause you to struggle or fall behind. Students are expected to respond to posts from colleagues or the instructor. You will be assessed both on posting constructively and adding to the content of what the class is discussing. All interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. If you have any concerns about online discussion participation please to speak to me, the department chair, or your advisor.

*Final Exam:* A 12-15 minute presentation will be made to the ‘board of directors’ on how your product plan incorporates Marketing 1.0, 2.0, & 3.0 principles. Each student will be expected to ask relevant questions of peers and remain present for the entire class. This will occur via Zoom synchronous online session for all to attend (likely in groups of 7).

*Peer Evaluation:* During the course students will have the opportunity to evaluate peer work as it relates to course presentations and small group participation/contribution to solutions.

A few provisos:

1. **PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS**

   Late work is penalized on a % reduction in score. Unless previously approved all late assignments decrease by 5% per 24 hours late.

2. **POLICIES ON MISSED EXAMS, MAKE-UP EXAMS OR LATE PAPERS**

   If you miss an assignment due to an excused absence, we will reschedule as soon as possible. For unexcused absence, there may an alternative assignment or a make-up date to be determined dependent upon circumstances.
# Marketing Concepts
**UA44 – Bus 270**
**Syllabus**

## Class Assignment Calendar (subject to edits)

<table>
<thead>
<tr>
<th>Module</th>
<th>Class</th>
<th>Module</th>
<th>Assignment</th>
<th>Points Possible</th>
<th>SU Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Intro</td>
<td>Read Welcome letter</td>
<td>2</td>
<td>8-Jun</td>
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<td>Read/Print Syllabus</td>
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<td>Techno Skills Quiz</td>
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<td>Online discussion - class introductions</td>
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<td>10-Jun</td>
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<td><strong>Module 1 Total Points</strong></td>
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<td>2-6</td>
<td>Intro to Marketing</td>
<td>Lecture - Overview of Marketing</td>
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<td>Online discussions led by instructor above article</td>
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<td>12-Jun</td>
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<tr>
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<td>4P's Lecture - Intro to 4 P's (two segments)</td>
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<td>Post a photo of a product demonstrating good/bad packaging</td>
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<td>Quiz - basics of 4 P's</td>
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<td>Select a product to use for course</td>
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<td>Synchronous session to share products &amp; confirm systems</td>
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<td>19-Jun</td>
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<td>Read - HBR Rethinking Marketing</td>
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<td>Read - HBR Marketing Myopia</td>
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<td>Read - HBR Brand Communities</td>
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<td>Online responses to discussions on HBR articles</td>
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<td>4 P's Question - online</td>
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<td>19-Jun</td>
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<td>4 P's Presentations - via Kaltura or equivalent</td>
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<td>22-Jun</td>
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<td>Read HBR Marketing Malpractice</td>
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<td>Read HBR Female Economy</td>
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<td>STP Discussion Question</td>
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<td>Positioning Statement</td>
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<td>Quiz on basics of STP</td>
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<td>STP Presentations - via Kaltura or equivalent</td>
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<td>STP Presentations online discussion &amp; peer review</td>
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<td>Paper on STP</td>
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<td>15-Jul</td>
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<td>M3.0</td>
<td>Read - Legal Aspects of Pricing</td>
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<td>Submit a VBM</td>
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<td>Quiz on basics of M 3.0</td>
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<td>M 3.0 Presentations - via Kaltura or equivalent</td>
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<td>Online discussions led by instructor above article</td>
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<td>Various</td>
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<td>Case Study</td>
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<td>5</td>
<td>15-16</td>
<td>Synthesis/Guest Speaker/Final</td>
<td>Guest speaker (possibly via podcast)</td>
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<td>27-Jul</td>
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<td>Each Student presents HBR Article - specific date provided</td>
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<td>Synchronous Final (in groups of ~6)</td>
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<td><strong>Total Points</strong></td>
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Additional Articles may be assigned - pending class size
General Tips for Success in the Online Classroom

Welcome to our online course! The following is a list of helpful information that represents habits of students who have succeeded in online courses. These tips should help each of you to have a positive experience as well.

1. **GET STARTED:** Remember that this online course begins on day one of the semester. Log in early during the first week to print the syllabus, become oriented to the online classroom, and get to know your professor and classmates. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.

2. **STAY ORGANIZED.** Bookmark our course websites (Canvas, Online Dictionary, other websites indicated by professor etc.) Create a special binder or folder to organize any printed materials. Study time will be easier and more fruitful if you are organized and up to date.

3. **INTERACT WITH YOUR CLASSMATES.** Students who study in small groups or pairs tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.

4. **SHOW UP & ASK QUESTIONS.** Visit me in office hours occasionally for extra discussion as needed. Make an appointment and we can talk in real time via collaboration software or phone. You can also email me any questions that arise or post them in the “Questions?” discussion forum.

5. **DO THE READING.** The assigned reading is a valuable part of the course. Students who consistently stay up to date on the reading tend to receive higher grades than those who do not. In this class, the reading will consist of… which will prepare you to participate in the classroom discussion forums.

6. **STUDY “OFFLINE” SOMETIMES.** Although this is an online course, you need not do all of your studying online. Spend time studying away from the computer by taking notes on the readings.

7. **DON’T PROCRASTINATE.** Procrastination will ruin your experience in the class in several ways. Not only does it prevent you from learning what you are here to learn, but it will also cause you to lose a lot of points. Refer to the list of assignment due dates in this syllabus and follow the steps outlined in the study guide in order to better understand how to pace yourself appropriately.

8. **HANG IN THERE!!** If this is your first online class, the experience may challenge you at first, but as long as you keep up with the reading and follow your professor’s instructions, you will develop an understanding of the rhythm of the course after the first unit. See me for help as needed, I am your resource and I want to see you succeed and enjoy this course!

**Guidelines for Discussion Forum Participation**

1. Be sure to write in the **subject** line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.
2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.
3. Before responding to a particular discussion topic, be sure to **complete the reading assignment** of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well edited before you submit them, since unedited posts do not receive full points.

4. Participate in each discussion over **several days** within the lesson and avoid waiting until the due date to get started. Each discussion requires several posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact your classmates and me and makes discussion participation much less meaningful for you. It will also result in a loss of points.

5. Finally, the discussion forums are meant to be **fun**! Check in often to communicate with your classmates and me.

**Notice on Technical Requirements and Supported Browsers**

- Canvas works best in the most recent version of all major browsers. You can also [double-check that your browser is supported](#).
- Be sure you have downloaded the most recent version Java and/or a Java plug-in. This free software program helps you to be able to access certain Canvas tools. You can check which version of Java you currently have and update it (if necessary) by visiting [www.java.com](http://www.java.com). Keep Java updated for best results.
- The use of audio and video tools within the content editor may require the use of [Adobe Flash](http://www.adobe.com).

**Technical Support**

This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Canvas. (This is technical support for any problems you experience within the Canvas classroom only, not other external software). For additional Canvas support:

- Chat with a Canvas Support Agent (accessible by clicking “Help” in lower left corner of the classroom)
- Call the Canvas Support Line (Students) +1-844-865-2581

**“Netiquette” Statement on Internet Communication**

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON’T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.
Expectations for Student Attendance (Canvas log-ins, response to emails, discussions, hours per week students should expect to devote to the class, etc.)
You are expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able to see when last you logged into Canvas and how much time you’ve spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

Statement Regarding Course Evaluations

I sincerely value your feedback about this course. University College students are encouraged to submit course evaluations at midterm and end-of-semester.

Statement Regarding Grades of “Incomplete”

Grades of incomplete are rare and are reserved for medical crises or other documented emergencies occurring late in the semester. Incompletes are reserved for students who were otherwise making satisfactory progress in the course prior to the emergency and will be allowed at the instructor’s discretion.

Statement Regarding Academic Honesty

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students’ own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy. All students are expected to abide by proper citation and attribution techniques.

Academic Support:

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone:** [Cornerstone](#) provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities.

- **Writing Center:** The [Writing Center](#) staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.

- **Arts & Sciences Computing:** [Arts & Sciences Computing](#) operates two labs that are open to students, faculty, and staff.

- **Library:** [Washington University Libraries](#) boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more.
Student Accommodations

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit the Canvas accessibility statement for more information on these features and reach out to your instructor should accessibility issues arise.

Inclusive Learning Environment Statement

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

Preferred Name Policy for Students

The Preferred Name policy at Washington University in St. Louis lets students change their names in most university information systems without pursuing a legal name change. Learn how!

Accommodations Based on Sexual Assault

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual
harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkenndey@wustl.edu, or by visiting her office in Umrah Hall, Rm. 001. Additionally, you can report incidents or complaints to Sheryl Mauricio (314-935-4174 or smauricio@wustl.edu), Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Bias Reporting**

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.

**Disclaimer**

The instructor reserves the right to make modifications to this information throughout the semester.