

Business Analytics Foundations (MKTG 625)

Course Syllabus – Fall 2014 Semester

*Radford University
College of Business and Economics
Department of Marketing*

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| INSTRUCTOR: | Dr. Angela Stanton, Professor of Marketing |
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| OFFICE HOURS: | Tuesday/Thursday 10:30 a.m. – 12:00 noon. I am also around outside of my scheduled office hours. If you need to see me and you can't make it to my office hours, contact me and we'll set up a time to meet (or if you're in the neighborhood, just stop by -- if I'm in, my door is usually open). |
| TIME/PLACE: | Section 1: Tuesday/Thursday 5:00 – 6:15 p.m. – Trading Room (BE 215) |
| PREREQUISITES: | Graduate standing, a desire to learn and a willingness to work. |
| TEXT: | Because of the dynamic nature of the course content and the lack of textbooks that cohesively cover the foundations of analytics, online readings will be posted and assigned on the course D2L site. Although there is not a required textbook for this course, you will need to pay a fee for the required Microsoft Excel Expert 2013 Exam that is a part of this course (see information provided under Examinations in the Course Evaluation, Grading & Important Dates portion of the syllabus). We will also use Microsoft Access. While I will provide you with access to various resources to assist in your learning, if you do not have a great deal of experience with Excel or Access, you may want to purchase books to help you with these programs. |
| COMPUTER REQUIREMENTS: | The computers will be in using in the lab are windows-based machines. Additionally, the Microsoft Excel Certification exam is administered in a windows-environment. I cannot guarantee that the technical things we do in class will work on a Mac. If you have a Mac, you may need to use one of the on-campus computer labs to complete assignments. Please note we will be using Microsoft Office 2013 as this is what is installed on campus. You can download Office 365 (the subscription, cloud-based version of 2013) for free. See https://php.radford.edu/~knowledge/lore/article.php?id=524 . |

FOUNDATIONS FOR THIS COURSE

This course supports the mission and vision of the College of Business and Economics at Radford University:

- Mission of the College of Business and Economics: The newly adopted mission of the COBE is to provide an active learning environment that develops analytical and innovative business professionals for the dynamic global economy
- Vision of the College of Business and Economics: The newly adopted vision states “We will be recognized for challenging minds, cultivating talents, and connecting people in a technology-rich learning environment.”

WHY BUSINESS ANALYTICS?

Analytics is both an art and a science to discover and understand historical patterns in a company's data in order to predict and improve business performance under forecasted environmental, economic, and competitive conditions. The newly adopted COBE focus on analytics emphasizes the need for MBA students to have a foundational course in business analytics that intersects business knowledge with technical acumen and is focused on the technical background, tools and techniques that provide the foundation for the analysis of big data.

Firms operate in an increasingly challenging business environment, with greater competition, more informed customers and rapidly changing market trends. Simultaneously, they also have access to more information about their customers, the marketplace and their competitors than ever before. There has been an exponential growth in data generated from internal and external databases, store scanners, customer transactions, web navigation, online search, and more recently, social media but most companies do not know how to best use this data. Thus, it is imperative that all business professionals understand the data available to them and how to most effectively make use of it. In this environment, knowing how to use this information to make optimal business decisions is a crucial competitive advantage and companies are, as a result, seeking trained professionals who have the skills to analyze the data to help managers make better marketing decisions. But the reality is: **the demand for individuals grounded in Analytics far exceeds the supply of graduates. Analytics is seeing demand outpacing the supply of talent!** The U.S. Bureau of Labor Statistics predicts that there will be a 24 percent increase in demand for professionals with management analysis skills over the next eight years; and McKinsey Global Institute Predicts there will be a shortage of talent necessary for organizations to take advantage of Big Data. By 2018, the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions.

Historically, companies have hired graduates trained in statistical and/or quantitative methods who use packages such as Excel, Access, SAS or SPSS to create decision models from databases. The problem is that such hires often lack an understanding of fundamental business decisions and the key drivers of consumer purchase behavior. Companies today seek a new breed of graduates -- MBA graduates fully grounded in business principles, but who also possess the analytical skills to develop better decision models and create more accurate predictions of customers' response to business decisions. Analytics drives organizational insights. Insights lead to greater understanding of customers and markets; that understanding yields innovative products and services, better customer targeting, improved pricing, and superior growth in both revenue and profits. That's why today's companies are viewing Analytics and employees who can create and use them as essential for creating value.

COURSE DESCRIPTION AND OBJECTIVES

The course will provide an introduction to the field of Business Analytics and its extensive use of exploratory and predictive models in providing fact-based recommendations to assist management in optimizing decisions and actions. In addition to providing a foundational understanding of Business Analytics and its various applications, this course will provide students with grounding in the necessary information technology components that are necessary for successful applications of analytics. As applications that once used only megabytes of data have swollen to petabytes and zetabytes, understanding both the technical and business requirements for managing data is critical. Specific topics will include such areas as: the various components of enterprise big data (e.g. transactional data, analytical data, unstructured data, social data, meta data, etc.), data management and integration, data quality, data marts, data warehousing, Online Analytical Processing (OLAP), the impact of cloud computing, etc.

The course will be taught using a variety of materials and exercises including lectures for key concepts and processes, in class and out of class exercises, cases, and applied projects to enhance student understanding and skill. Students will also acquire a managerial understanding of analytics applications in business decision through hands-on use of cutting edge Business Analytics tools and software.

At the conclusion of the semester, you will be able to:

- Explain the basic language and concepts within the field of analytics;
- Discuss the implications of big data on business and business decision-making;
- Evaluate various approaches and criteria in adoption and utilization of analytics to support corporate or functional decisions;
- Compare and contrast the concepts of Business Analytics (BA), Business Intelligence (BI), and Predictive Analytics;
- Critique the different types of data being used in analytics and their nuances;
- Explain the difficulties presented by massive, opportunistic data;
- Critique the types of questions that can be addressed by using analytics;
- Critically evaluate and explain the legal, ethical and privacy issues concerns surrounding analytics;
- Critically evaluate, analyze and interpret information to solve problems and make business decisions;
- Evaluate warehoused information to determine if the premises are valid, to identify key facts and arguments, and to determine what appropriate Analytics should be used to assist management in both strategic and tactical decisions;
- Evaluate and apply: online transaction processing (OLTP), online analytical processing (OLAP), relational databases and models, structured query language (SQL), data warehouses and data marts, and dimensional models.
- Demonstrate key components of an integrated data warehousing and business intelligence system;
- Demonstrate the use of the “data cube” to do Data Analytics and reporting; including how to “slice and dice” the data to get different views of the information; how to aggregate and disaggregate the data to see the information with varying degrees of resolution; and how to do important types of analytics and related reports;
- Create reports using various data visualization tools including pivot tables;
- Explain the role the global environment plays in the adoption and implementation of Analytic tools.

This course also supports the needs and expectation of corporate recruiters when hiring MBA graduates.¹ Specifically this course will focus on the needs of employers in the following areas:

- **Communication:** Oral communication, Listening Skills, Written Communication, Presentation Skills
- **Teamwork:** Adaptability, ability to value opinions of others, cross-cultural sensitivity, ability to follow a leader
- **Technical:** Quantitative analysis, Qualitative analysis, core business knowledge, technology, specific software and computer language skills
- **Managerial:** managing decision-making process, managing task environment, managing strategy and innovation, managing human capital, managing administrative activities

Another study examined what employers of graduate students want in their new hires and what graduate students think employers want. As you can see, many of these skills are not things you can acquire in a class. This course is most focused on logic & technical skills but will also help you develop your interpersonal communication and teamwork skills as well.

| | What employers want in their employees: | What grads think employers want: |
|--|---|----------------------------------|
| Interpersonal communication skills - This is about how well you can communicate with others in and outside of the company, over emails & letters as well as in conversation. | 1 | 1 |
| Passion - How much do you know about the industry? How much drive do you have? How committed are you to the company ideals? How positive is your attitude? | 2 | 3 |
| Logic & technical skills - How good are your critical thinking and analytical skills? How well do you solve problems? Can you think laterally? What technical skills do you have? | 3 | 4 |
| Academic results - GPA | 4 | 6 |
| Work experience | 5 | 2 |
| Cultural alignment/values fit - Do your personal values align with those of the company? Is your personality one that will mix well with others who already work there? | 6 | 9 |
| Emotional intelligence - How aware of your own strengths and weaknesses are you? How confident or motivated are you? | 7 | 7 |
| Teamwork skills | 8 | 5 |
| Activities - What do you do besides study? Both in and outside of university (e.g. clubs, volunteering, hobbies) | 9 | 10 |
| Leadership skills | 10 | 8 |

Source: Grad Opportunities: <http://www.graduateopportunities.com/your-career/getting-that-job/what-employers-want/>

¹ "Corporate Recruiters Survey", Graduate Management Admission Council, 2014.

COURSE EVALUATION, GRADING & IMPORTANT DATES

You will be evaluated on your knowledge of analytics and your ability to apply that knowledge effectively. Your performance will be evaluated by means of examinations, assignments, and your level of engagement in the class (participation). Specifically, the weights assigned to each of these performance measures (as well as the associated dates) are:

- Microsoft Excel Expert 2013 Certification (17%)
- Mid-Term Exam (17%)
- Final Exam (17%) – Tuesday, December 9, 2014 5:00 – 7:00 p.m.
(<http://www.radford.edu/content/registrar/home/exam-schedule.html>)
- Assignments (25%) including weekly self-selected article
- Final Individual Paper (14%)
- Student Engagement/Participation/Professionalism (10%) – throughout the entire semester

Your final grade will be strictly determined as follows:

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| 93 – 100 | A |
| 90 – 92.99 | A- |
| 87 – 89.99 | B+ |
| 83 – 86.99 | B |
| 80 – 82.99 | B- |
| 70 – 79.00 | C |
| Below 70 | F |

Microsoft Excel Expert 2013 Certification. Certifications are a way of setting yourself apart from others in the job market and provide third-party verification that you possess the skill. Excel Expert assumes a higher level of knowledge than Excel Specialist. Companies in the analytics arena expect you to possess strong skills in Excel. Certification provides them that “proof of purchase”. You must take the certification exam before Friday, November 21, 2014. I encourage you to take it as early in the semester as possible as courses often become more demanding as the semester goes on. Each of you will be provided with a GMetrix account so that you can access online training materials to help you prepare for the certification. If you already have Excel Expert 2013 certification, you will take the Microsoft Access certification exam. The Excel Expert certification consists of two separate exams (Part 1 and Part 2). The COBE administration is determining a fee structure since this is a new exam from what was administered last year. I will let you know as soon as the fee has been determined.

You must receive a score of 700 (out of 1000) to pass each part of the certification exam. If you do not pass the one part of the certification you may choose to retake it (this must be done no later than the end of the Fall 2014 semester and you will need to work out a time to take it with me so I can proctor your exam).

Your grade for the certification will be:

- $(\text{the score you earned on Part 1} + \text{the score earned on Part 2 of the certification} / 20) + 10$

Thus, if you scored a 700 on Part 1 and 800 of Part 2, the excel expert certification grade I will record for class will be 85.

- If you do not pass one or both portions of the certification and choose to retake the exam, your grade will be:

(the sum of all of your exam scores / (10 * number of attempts)) + 10

Thus, if you scored 550 on Part 1, 750 on your retake of Part 1 and 900 on Part 2, the excel expert certification will be 83.33 $((550+750+900) / 30) + 10$

Examinations. Two examinations will be given during the semester: a mid-term and a final. Each exam may include a take home component. If there is a take home component, it will be posted to the course D2L site at least 5 days before it is due. Take home exam components meet the same honor code requirements as an in-class exam. During the in-class exams, all mobile devices, including music listening devices, phones of any type, etc. may not be present during an exam. Be sure to have turned all devices off prior to the exam so you do not disturb others.

Assignments (In and Out-of-Class). In order to reinforce key course concepts, each student will be involved in participating in content-related assignments and exercises. As you can see from the percentage of the course grade, these assignments are critically important to the course. Some of these may be assigned as homework; others may be in-class exercises. Some assignments will be individual while others may be done in teams of 2 or 3. On assignments where you are allowed to work in teams, I expect all team members to **participate fully** in each and every exercise assigned.

On individual out-of-class (homework) assignments, please note that while I have no problem with students discussing homework assignments and helping each other with problems (as this is part of the learning process as well), the work turned in must be your work. Simply copying another student's work or re-running their code is unacceptable and in violation with the RU Honor Code. If I suspect that there is an honor code violation, I will assign a grade of zero (0) for that assignment. Any subsequent violations will be handled in accordance with the university honor code system.

All out-of-class assignments are due at the beginning of class on the date specified - **no late assignments will be accepted for credit**. While I encourage you to do any missed assignments for your own learning (and because some assignments build upon earlier assignments), you cannot make-up missed assignments for credit – this includes both homework assignments and in-class assignments/activities. Because of the nature of the course, there will be no additional or extra credit assignments to increase your grade.

Analytics Self-Selected Focus. In addition to the readings assigned for the course, you will be asked to identify an area in analytics that interests you or you believe will help you in your future career plans. Some areas to consider in analytics include customer acquisition/CRM, marketing, advertising, talent/HR, fraud detection, real estate, law enforcement, finance, education, banking, web, retail, sports, social, political, etc. You need to pick a single area and focus on this for the semester.

- You are expected to join LinkedIn, if you have not already done so and connect with me and all of your peers in the class (I will provide you with a listing of your colleagues the 2nd week of class). You must be connected with me no later than September 3rd. It is important that you begin to use LinkedIn to develop/enhance your professional presence. I encourage you to use LinkedIn effectively by joining groups in your areas of interest so that can see what industry professionals are contributing and to begin participating in those discussions.

- Provide a summary (no more than 600 characters) on LinkedIn for 1 article beginning the week of September 1st. You must post the summary no later than Thursday at 12 noon each week. You will do this for 10 weeks. The summary should be engaging and something that makes a person want to read further. It can often be more difficult to post a brief summary that is engaging and descriptive than it is to write a longer summary. As a part of this summary (and the 600 characters), you must also provide a link to the article. Because of problems with posting URLs to LinkedIn in their native form, you will need to use <http://tinyurl.com> or <https://bitly.com> to shorten your URL to something manageable and something LinkedIn will allow people to click through. **In addition to posting the summary on LinkedIn, please also email it to me as I receive many items on my LinkedIn feed and I don't want to miss it.**
- At the end of the semester, you will be expected to use the weekly self-selected articles to assemble your **Final Individual Paper**. I will post guidelines for this paper to the course D2L site. The paper will be due via email no later than 6 p.m. on Friday, November 21, 2014.

Student Engagement, Participation and Professionalism. You are expected to be an active contributor to class discussions and in-class assignments, cases, activities, etc. – this will not just be a “chalk and talk” class – your participation is vital. I will keep track of your attendance and participation throughout the semester. I also expect you to be professional in your class behavior (see course policy on professional behavior for more details). Your final class engagement grade for the semester will be based on a review of your daily participation and overall professionalism for the semester. Obviously you must be present in class in order to participate (there is definitely a correlation between attendance and participation). If you are absent, you cannot participate. Please keep in mind, however, that quantity in this area does not necessarily equate to quality. You will be evaluated on the quality of your contributions. Also, please do not assume that simply coming to class ensures you will receive a high grade in this area.

COURSE POLICIES

Course Software: In this course you will be using a variety of software to include Microsoft Excel, Microsoft Access and SAS (among others). We will be using this software on Windows-based machines as this is what is provided in our classroom lab. Please note that the Excel certification and online training for the certification is also Windows-based. If you choose to use a Mac for assignments, especially those in Excel or Access, you should know that what is shown in class may work differently on a Mac and I cannot guarantee that everything will work in the same way (I know from previous experience that there are differences). While I will try to provide help where I can, I do not have a Mac and cannot guarantee that I will know all of the differences. Additionally, the University is currently using Microsoft Office 2013. Thus, we will be using this version of Excel and Access in class, for assignments, and for certification. Because you do have access to Office 2013 on all university computers on-campus, there is no excuse for not being able to complete assignments as specified and on-time.

Course Communication: I will post all out-of-class assignments, assigned readings/lectures, important class announcements, schedule changes, and teaching materials to the University's Desire to Learn (D2L) course management system. Your grades will also be posted to the D2L site for this course. It is your responsibility to check D2L. Please note that what is on D2L is current and supersedes any and all information you may have printed on an earlier date. I may also need to contact you from time to time via e-mail. I will use your RU account for all e-mail correspondence (please note that I do not use the email feature in D2L). Please make sure that your e-mail account does not go over quota so that you do not miss important course correspondence. If you use another e-mail account (e.g. gmail, yahoo, etc.), please be sure you forward your RU e-mail to that account.

Student Materials and Handouts: I will place most course materials on the D2L site; other things may be handed out in class. If you miss a class and do not receive a handout or other materials, you are responsible for getting a copy from another student. Please be sure to have money in your RU printing account as needed.

Assigned Readings/Lectures: You should read assigned articles/materials and/or view online lectures/materials posted BEFORE we cover the material in class as this should help your overall comprehension. I will post the due date for readings to D2L.

Seat Assignments: I run an interactive class. I want to learn your names early on (and I want all of you to get to know each other as well). To help me do this, I will create a seating chart. Once the seating chart has been established that is your spot for the semester. Since the seating chart will be used to grade participation, it is important that you use your selected seat for each class.

Semester Schedule: As your instructor, I reserve the right to make adjustments to the syllabus at any time during the semester. It is your responsibility to keep track of scheduled examinations and any changes in these dates, submission dates for assignments, dates set for required readings, material covered in the class, and all other announcements made in the class. I will also post changes to D2L.

Attendance Policy: You are adults and I expect you to attend class in the same way your future employer will expect you to reliably show up for work each day. Although I will not grade attendance, you should realize that if you miss class, you will not be able to earn participation points for that day. You should also understand that if you miss an in-class assignment, you will be unable to make it up for credit. I will record attendance for my class recordkeeping. Due to the fact that everything covered in class is NOT included in the assigned readings or posted materials, you will understand this material best if you actually attend the classes (borrowing notes helps but you miss the “feel” and context of the material). If you absolutely cannot make it to class, get notes from others. As a rule, I will not summarize the missed classes or give out my notes. **Audio or video recording of lectures is not permitted.**

Professional Behavior: During class you are expected to be attentive. This means the following behaviors are inappropriate: talking while I am presenting material in class, talking while other students are presenting or participating in class discussions, interrupting me and your fellow students by arriving late for class, using your cell phone or other wireless device for communication (voice or electronic – this includes texting – if you are texting during class, you will receive no participation points or assignment points for that class and I may ask you to turn over the device until the end of class), using your Ipod or other MP3-type player, doing outside work, reading non-class material, studying for another class, sleeping, etc. While you may use your class computer, laptop iPad or tablet to take notes in class, using e-mail, browsing the Internet, viewing or posting to Facebook/MySpace/other social networking sites, doing work for other classes, etc. (basically doing things unrelated to this class), I will ask you to turn off your computer and you will receive no participation or assignment points for that class. **Your phone, must be turned off at the beginning of class** (if you are expecting a call about a matter of the utmost importance, please let me know before class).

Additionally, I expect you to respect the opinions of others. While MBA students will have differing opinions and experiences and are often very competitive, disagreements in points of view should not be made in a combative or downgrading manner. I also expect you to be in class on time and not leaving before class is over. Doing so is disrespectful to both me and your student colleagues. I take this seriously. I will warn you once if you are being unprofessional. If there is a second incident, you will be asked to leave class and will be unable to make up the work. If you are asked to leave three times or more, I will deduct 10 points from your final class average for each occurrence.

Missed Assignments: If you miss an assignment, you will not be able to make it up unless I have made arrangements with you in ADVANCE of the assignment date. Only a valid reason such as a University approved absence (and what I determine to be valid is completely at my discretion) will allow you to make up an assignment. Otherwise, all missed assignments will result in a score of zero.

Questions: When you don't know something or are confused about a particular topic, please don't hesitate to ask me in class. There are probably others in the same situation. There are no dumb questions in this class. If I am going over something and I am speaking too quickly, ask me to slow down. I love what I do and I sometimes get so excited about what I'm teaching that I may begin to talk too quickly. I won't know if I'm doing this unless you tell me.

Withdrawals: If you choose to withdraw from class without receiving a W on your transcript, you must do so by September 8, 2014. You have until Friday, October 17, 2014 to withdraw from this course with a grade of W.

Incomplete Grades: I do not give incompletes (Is) except in unusual circumstances. You must have my approval before a grade of "I" will be assigned.

Lecture Content: I do not lecture straight from the assigned readings. The readings are assigned to provide additional context to what is covered in class. I may also post some lectures to D2L. You are responsible for this material as well. You are responsible for all materials covered. All readings should be read when assigned on the course schedule.

Exam Contents: Students will be held responsible for all reading assignments, whether or not a particular reading is fully covered during the lectures. Questions on exams will be taken from the reading assignments, handouts/materials distributed in class or placed on the D2L site, instructor or guest lectures, videos, online materials or sites, in and out-of-class exercises and class discussions.

Student Progress: You will be able to access all of your grades in the course via D2L. No extra credit work will be given, which increases the importance of not waiting until the last minute to complete assignments and submitting all work when it is due.

Student Submissions: As the professor for this course, I reserve the right to retain for pedagogical reasons the original of each student's test, written assignment, paper, video, or similar work submitted by the student, either individually or as a group project, for this class.

Special Needs: If you are a student with special needs, as addressed by the Americans with Disabilities Act, and need any course materials provided in an alternative format or have special testing requirements, you are required to register with the Disability Resource Office (DRO). The DRO is located in Room 32, Tyler Hall (telephone is 831-6350). To receive academic accommodations for this class, please obtain the proper DRO forms and meet with me no later than the second week of class. I will not make accommodations for anyone who does not complete their paperwork within the first two weeks of class. Please note that while I will do my best to accommodate a DRO-registered disability, faculty are only obligated to do what they consider to be reasonable for their course so I cannot guarantee that I will be comfortable making the same accommodations you may have become accustomed to in past semesters.

Deadlines: The failure to complete any assignment at the specified time represents a failure to meet your responsibilities. Any assignment, which is not submitted at the specified time, will receive a grade of zero (0).

Written Assignments: Written work must be prepared in a professional manner. It is to be clearly written, with proper grammatical construction and correct spelling. Work which is not presented in a professional manner will be returned as unacceptable. The grade assigned to written work will reflect its analytical soundness, writing quality, and thoroughness of the content. In addition, improper grammar, sentence construction and misspellings may result in a grade reduction. If citations are

appropriate, you must follow the APA guidelines (a mini tutorial on using the APA style is posted to the Department of Marketing web site). **Note: All outside of class written assignments must: (1) be prepared in Microsoft Word, (2) use Arial 11 point font, (3) use single spacing (that is 1.0) within each paragraph and double spacing between paragraphs, and (4) 1” margins top/bottom and left/right. You will receive a 10 point deduction on any assignment in which you fail to follow these guidelines.** If you use a Mac, please be sure to check your document on a windows-based machine before submitting it to me.

Contact: Please feel free to call me at home or e-mail me if you have any questions. I generally respond to e-mail the same day (if I'm away and have no e-mail access, I will let you know in advance). So that I can have some uninterrupted time with my family, I ask that you not call me after 8 p.m. (unless of course you have an emergency situation for which I need to be alerted).

Honor Code: The Radford University Honor Code applies to all aspects of this course. It is your responsibility to become familiar with and understand the provisions of the University's Honor Code and System. Please keep in mind that consulting with other students on individual assignments or exams is a violation of the Honor Code. You have also violated the Honor Code if you attempt to represent the work of others as your own (this includes paraphrasing without references, whether it be from a traditional paper source or an on-line source). This is plagiarism. You must reference (i.e., give credit to) the works of others through an appropriate form of citation. All violations of university policies and procedures will be dealt with on an individual basis in a manner consistent with the university guidelines. **NOTE:** RU's honor code prohibits the following: lying, stealing/possessing unauthorized material, cheating, fabrication and falsification, multiple submissions, abuse of academic materials, complicity in academic dishonesty, and plagiarism (source: *Standards of Student Conduct*).

University Safety Information: In the event of a University-wide emergency, course requirements, classes, deadlines and grading policies and procedures are subject to change. Potential changes that could occur include alternative delivery methods, alternative methods of interaction with the instructor, accessing class materials and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading schedule. In the case of a University-wide emergency, please refer to the course D2L and/or an email from me to your RU address about changes in this course. For specific information about an emergency situation, visit <http://www.radford.edu>. For general information regarding RU emergency preparedness visit: <http://oep.asp.radford.edu/>.

Agreement to the Terms of the Syllabus: If you are uncomfortable with or do not wish to abide by the requirements listed in this syllabus, you should make arrangements to drop the class. **Your continued enrollment in the class assumes that you have read and agreed to all of the terms listed herein.**