Welcome!

This course develops an understanding of the complexities of establishing and implementing marketing strategies in the marketplace. Areas of study include marketing strategic planning, consumer behavior, marketing research, ethical marketing practices, products/services, branding and packaging, channels of distribution, and pricing and promotions in the public and private sectors.

Course Prerequisites: ECON 200; minimum 30 credit hours completed

Learning Objectives

By the end of the term, successful students will:

1. Illustrate foundational knowledge (terminology, methods, trends, concepts, and theories) of the marketing discipline.
2. Develop critical thinking and professional skills by applying:
   - Appropriate insights into meaningful analyses (e.g., 3Cs, SWOT, Business Portfolio, and Diversification Analyses), and
   - Decision-making that must be made in marketing planning (e.g., STP, 4Ps marketing mix).
3. Evaluate ethical and social responsibility issues firms face that relate to marketing decisions.

Required Resources


Reliable Laptop and Internet Access

Software & Cloudware—Microsoft Office, Google Workspace, Padlet, SF Trailhead, Adobe Reader & Flash Player

Course Outline

Because of my marketing career, my goal is to help you meet the content-related objectives but also to help prepare you for a career. As such, we will treat our classroom and all related work as a professional environment. We will use an experiential learning methodology in this course, including group work to emulate experiences you may find in the business world. This course is designed to be an interactive, face-to-face class. To prepare appropriately for class exercises, prior reading and
preparation are required. As such, I recommend reviewing all module material prior to class. The schedule details due dates for the assignments, but students should review OAKS for details on the assignments. The course content is organized into 10 modules (seen below) and will be assessed with chapter quizzes, 2 exams, an individual case write-up, and a group project.

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**School of Business Learning Goals**

1. **Communication Skills:** Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

2. **Quantitative Fluency:** Students will demonstrate competency in logical reasoning and data analysis skills.

3. **Global and Civic Responsibility:** Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues.

4. **Intellectual Innovation and Creativity:** Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.

5. **Synthesis:** Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

**Grading**

Scale out of 100%:

- 93 – 100% = A
- 90 – 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- 80 – 82% = B-
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

No late assignments will be accepted. The due dates for the assignments are listed on the course schedule. This is an experiential and interactive course; therefore, engagement and class
attendance are necessary for success in this class. If you need to miss any part of a class session due to an unforeseen emergency, email the instructor as soon as possible.

**Grade Communication:** Refer to the syllabus before asking about your current grade. The components of your grade (and their respective weights) are outlined above and described in greater detail in later sections. If there is a question or concern about a grade (ex: mistake in grading), I recognize the 24/7 Policy:

When receiving a grade from me, you must wait a minimum of **24 hours** but a maximum of **seven (7) days** before approaching me about any grievances or questions about that grade. If more than 7 days have passed, the grade will remain as is. After 24 hours have passed, you may schedule a time to meet with me about your grade. Following that meeting, I reserve the right to take **seven (7) days** to review or revise your score. Note, this process does not guarantee a higher grade and can result in a lower grade once your work is reviewed a second time.

I will not discuss grades with parents, siblings, attorneys, high school teachers, politicians, employers, ministers, spouses, or anyone else other than you.

Final course grades will be rounded as follows: 0.5 and above will round up, while 0.49 and below will round down. There will be no exceptions to this rule. Any student asking for any other consideration relative to this rule, especially at the end of the semester, will receive a full letter grade reduction to their final grade (e.g., a “B-” will be reduced to a “C-”). The intent of this policy is to discourage students from attempting to influence their grade in an unprofessional or unethical manner. **“Grade Grubbing” in any form is unacceptable and will adversely affect a final course grade.**

**College is designed to be challenging and grades are earned, not given.** A grade of “C” is earned by students who complete average college work. Grades in the “B” range signify work that stands above the average. Grades in the “A” range are earned by students who do exceptional work and go ABOVE and BEYOND, not solely because they “worked hard.” I expect you to put forth considerable effort to produce work that reflects your intellectual and creative capabilities.

**Graded Course Assignments**

*See OAKS for additional detail on these assignments. No make-ups.*

**Group Formation**

In industry, it will be important to learn how to work as a group. As such, much of the class will be structured as marketing consulting groups. You will be randomly placed into a group in the first week of class. Each group will include 4-5 members. Your groups will stay the same all semester for In-Class Assignments and the Group Project.

1. **Participation/Assignments (10%; multiple @ 5-10 points each):** Individual and group assignments will focus on topics covered in the readings and lectures and will require you to communicate your understanding. These assignments offer hands-on evaluation of marketing activities. These assignments are commonly done with your group, and are predominantly offered in-class with some outside of class. As such, in order to obtain full participation points, you must attend the class sessions, complete in-class assignments, and contribute meaningfully. *(LO 1,2,3)*
2. Reflective Summaries (10%; 10 @ 3 points each): To prepare appropriately for in-class exercises, prior reading and preparation is required. Module content may include chapters, online/in-person lectures, and additional resources (podcasts, videos, etc.). Chapters covered per module may not be the full chapter; Reference OAKS for the module preparation expectations. You will prepare a 1-page double-spaced summary and reflection of the module referenced on the schedule. This needs to be in a word document (.docx), Times New Roman, 12-pt font. The quality of the reflection will be taken into consideration when grading. You will submit the summaries on OAKS, but I highly recommend maintaining a copy to use in class for our class meetings and for your exams. These are due Wednesdays by 11:59 pm for the corresponding modules noted in the schedule (ex: Module 1 Reflective Summary is due 8/25 by 11:59pm). (LO 1,3)

*** Reference OAKS for reading tips

3. Group Case Write Up: Small Business Strategic Plan (10%; 100 points): This 3 page, single-spaced assignment is designed to engage your critical assessment skills in determining problems with current and existing marketing strategies, consumer engagement, brand/product/service perceptions, and product/service offerings for a restaurant. You will be provided with videos about the business and asked to act as consultants. This assignment will challenge you to think as a marketing consultant and to make recommendations. You will also be asked to critique the recommendations of the official marketing consultants given in the video. (LO 1,2,3)

*** Reference OAKS for writing tips

4. Individual LinkedIn Assignment (10%; 100 points): LinkedIn is a portal to the professional world. This social network for professionals offers a way to learn about career paths, connect with current and future colleagues and friends. I cannot speak enough to the benefit of setting this up early to be successful. This assignment will help guide you through the steps of how to reflect and develop your own brand using LinkedIn. (LO 1,2)

*** Reference OAKS for LinkedIn tips

5. Exams (40%; 2 @ 100 points each): There are two exams that evaluate your knowledge of marketing concepts from the book chapters, lectures, and related materials. Modules for each test are listed in the class schedule of this syllabus. The exam is open notes: specifically, you are allowed to bring your reflective summaries only and will turn these into me with the exam. Although the exam is open notes, it will be timed in a manner that you will need to study for the exam (and not rely on your notes alone). The exams will be a mixture of multiple-choice, short-answer, and essay questions. (LO 1,2,3)

6. Group Marketing Consulting Project (20%; 100 points): Each group will act as a consulting firm that hopes to “save” a pet brand listed on Kickstarter. The group project will span the course of the semester and will allow you to apply many of the concepts learned in the class. In-class exercises/activities are formatted in a way to assist with this project. However, it is expected that your consulting groups will coordinate schedules outside of class to complete the deliverables.

There are two main deliverables associated with this project (see below). Additional details will be posted to OAKS specifying the expected format and content of these two deliverables.

- **Written report** - This report should be no longer than 15 double-spaced pages long but should be detailed enough for the client to understand your recommended plan.
- **Presentation** - You should present your marketing plan in no more than 10 PowerPoint slides. Consider this a sales pitch on behalf of your consulting firm to the brand. This should review your marketing plan at a high level and why they should hire your consulting firm.
Your final grade for the group project will also be affected by peer evaluations from you and your group members regarding the contribution each person made to the overall project. (LO 1,2)

Communication Plan

In our class, we will create a community to build up your professional skills. I will communicate with you as a professional and expect the same behavior in all interactions toward other students and me. Remember, a professional is courteous, focused, motivated, and reliable. A professional also contributes to the community, whether that community is a classroom or workplace.

How we will meet: Our class will meet together in live face-to-face class sessions throughout the semester every Tuesday and Thursday.

How attendance is managed: Just like any organization, this class is a community whose success is dependent on everyone’s participation. Attendance is important to fully understanding key course principles and benefiting from participation in discussion. In-person attendance by the entire class improves the quality of discussion and helps ensure equal opportunity for all students (it's inherently difficult for the Professor to focus equally on students across both physical & virtual formats). Therefore, students will be expected to attend class in-person unless they should be quarantined/isolated or the College changes policy on in-person classes. You are permitted two absences before grade penalties of 1 letter grade will be deducted per absence. If you wish to have an absence excused for sickness, you MUST have documentation of a doctor's visit, consult, or Covid-19 test. Virtual and in-person health visits can be made at MUSC or CofC Student Health:

- MUSC: https://campaigns.muschealth.org/virtual-care/index.html
- CofC: https://studenthealth.cofc.edu/appointments/index.php

In the event you are not able to attend class due to an excused absence, you may access pre-recorded lectures on OAKS. You will be responsible for catching up with the class and missed assignments by an agreed-upon date set with your professor (myself). If the class must go virtual for any reason or any period of time, we will switch to a hybrid online learning format with a combination of live zoom classes and pre-recorded lectures on OAKS. Detailed instructions for this transition will be provided by the professor.

Note: Early departure from a class before its completion without prior approval counts as an absence.

How to communicate with your professor: Communication with your instructor can occur via multiple platforms, including email, phone, office hours, and course discussion board. A few procedures to keep in mind:

Ask Three, Then Me: I receive hundreds of emails every week, many from students asking questions that could easily be answered by reading the syllabus, asking a classmate, or doing a basic google search. Thus, before emailing me, please follow at least 3 of these steps:

1. Consult the class schedule and syllabus.
2. Check OAKS for announcements and instructions, including the Course Lounge discussion board.
3. Post a question in the Course Lounge Discussion board.
4. Conduct a Google Search (if relevant).
5. Confer with three classmates.

If you still don't know the answer to your question, then you may email me or attend office hours.
How to email professionally: Most organizations are dependent on email for internal and external communications. The way you present yourself in emails says a lot about your work ethic and your priorities. Start practicing email etiquette now so that it will be second nature when you enter the workforce.

When corresponding with me, please:
- include MKTG 302 in the subject line and your section/class time
- include a respectful greeting (e.g., “Dear Dr. Shah” or “Hello Professor”)
- fully sign your name
- use complete sentences
- proofread your email
- Don’t use all CAPS or “shout”

Typically, I will respond to your email within 24 hours during the business weekdays (Monday - Friday). I stop responding to emails after 5pm.

If you do not receive a reply within 48 hours, please resend your message (unless, of course, you haven’t followed the “ask three, then me” policy).

How your professor will communicate with you: The primary way I will be communicating with you outside of class is through Email, Announcements, and in the Gradebook.

- Email: I will use OAKS to communicate to the larger class via email. These will commonly be copied as announcements.
- Announcements: This is the first page you see when you enter the course. Please scroll down to see all announcements.
- Assignments: I will grade and share feedback on each activity or assignment within 1 week of the due date/time. Please view feedback from the My Grades page by choosing the text bubble next to the grade.

OAKS (3.10, for all instructional modalities): OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Policies

Electronics Policy

Students in my class ARE permitted to use laptops and tablets in class. In fact, you will need your laptop or tablet to complete some in-class assignments. HOWEVER, using your laptop and/or tablet for activities other than course-specified activities is not accepted. It is distracting for all parties in the classroom. It will be very obvious to students sitting behind and beside you if you are checking email, surfing the web, or playing games instead of taking notes. Be considerate. Be studious. I am permitting laptops and tablets as a way of improving your learning experience. Don’t blow it. Phones are forbidden. Use of a phone to text, check email, or update your Facebook status—even to tell your friends what a fantastic time you are having in class—is not accepted in this class. Unlike laptops, there is no pedagogical reason for having your phone out during class. Keep it in your pocket, purse, or backpack. If you have it out, you will be asked to leave the classroom.
**Classroom Civility**

My objective is to create a safe space for learning, and any successful learning experience requires mutual respect on behalf of the student and the instructor. The instructor (myself), as well as the fellow students, should not be subjected to any student's behavior that is in any way disruptive, rude, or challenging to the instructor's authority in the classroom. A student should not feel intimidated or demeaned by his/her instructor and students must remember that the instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. Discrimination, disrespect, and otherwise disruptive behavior will not be tolerated; students will be asked to leave the classroom.

**Inclement Weather, Pandemic or Substantial Interruption of Instruction**

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents, where the instructor determines the student's actions are related more to misunderstanding and confusion, will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://deanofstudents.cofc.edu/honor-system/studenthandbook/.

OAKS (3.10, for all instructional modalities) OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted. Inclement Weather, Pandemic or Substantial Interruption of Instruction If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**You Are Not Alone**

The College and I offer many resources to support you in your academic journey, both in your personal life and academically. We believe mental and physical well-being are core to success in the learning environment. I hope you reach out to either myself or the contacts below to ensure you are getting the support you need. Covid-19 and related financial and mental stress may create or
exacerbate difficulties in your learning environment. Please check in with yourself regularly and consider letting us help you with any concerns great or small.

**Technical Difficulties**

If you have questions or problems related to the course, please follow the communication procedures noted above. If you have technical problems, please contact Student Computing Support or Helpdesk:

- **Student Computing Support**: 843-953-5457; studentcomputingsupport@cofc.edu; blogs.cofc.edu/scs
- **Helpdesk**: 843-953-3375; helpdesk@cofc.edu; it.cofc.edu/help/helpdesk

It’s important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignments.

**Writing & Presentation**

Professional writing and presentation skills are necessary for industry, and CofC has great resources to improve these skills! The College Skills Writing Lab and Speaking/Presentation Lab are located in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

**Accommodations for Students with Disabilities**

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before the accommodation is needed.

Students approved to receive accommodations are responsible for contacting me at least one week before any accommodation is needed. Please plan ahead.

**Center for Student Learning**

The Center for Student Learning’s (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic careers and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

**Mental & Physical Wellbeing**

At the college, we take every students’ mental and physical well-being seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott
Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

**Food & Housing Resources**

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off-campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to me if you are comfortable in doing so.

**Inclusion**

The College of Charleston offers many resources for LGBTQ+ and minority students, faculty, and staff along with their allies.

- Preferred Name and Pronoun Information
- On-Campus Gender Inclusive facilities
- Campus Resources
- College of Charleston Reporting Portals
- National Resources for Faculty & Staff
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CofC and LGBTQ+ Issues
## Marketing Concepts Tentative Class Schedule

All times are based on Eastern Standard Time.

*This schedule does not include all in-class activities.

**Reflective Summaries** - Review of assigned content per module. Reference OAKS for the module preparation expectations. These are due Wednesdays by 11:59 pm for the corresponding modules noted in the schedule (ex: Module 1 Reflective Summary is due 8/25 by 11:59pm).

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<tr>
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<th>Topic</th>
<th>Chapter</th>
<th>Additional Assignments Due*</th>
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<td>T 8/24</td>
<td>-</td>
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<tr>
<td>H 8/26</td>
<td>1</td>
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<td>1</td>
<td>Student Info Form (by 8/27 5pm)</td>
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<tr>
<td>T 8/31</td>
<td>2</td>
<td>Strategy &amp; STP</td>
<td>2, 8</td>
<td>-</td>
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<tr>
<td>H 9/2</td>
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<td>Strategy &amp; STP</td>
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<td>T 9/7</td>
<td>3</td>
<td>Consumer Behavior</td>
<td>4</td>
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<tr>
<td>H 9/9</td>
<td>3</td>
<td>Consumer Behavior</td>
<td>-</td>
<td>EC Guest Research (by 8:45am)</td>
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<tr>
<td>T 9/14</td>
<td>4</td>
<td>Global/Environmental</td>
<td>3, 6</td>
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<tr>
<td>H 9/16</td>
<td>4</td>
<td>Global/Environmental</td>
<td>-</td>
<td>Group Client Request (by end of class)</td>
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<td>T 9/21</td>
<td>5</td>
<td>Marketing Research</td>
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<tr>
<td>H 9/23</td>
<td>5</td>
<td>Marketing Research</td>
<td>-</td>
<td>Group Research (by end of class)</td>
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<tr>
<td>T 9/28</td>
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<td>T 10/5</td>
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<tr>
<td>H 10/7</td>
<td>6</td>
<td>4 P's - Product</td>
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<td><strong>Group Case Study</strong> (due by 5pm)</td>
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<tr>
<td>T 10/12</td>
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<td>4 P's - Pricing &amp; Place</td>
<td>11, 12</td>
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<td>H 10/14</td>
<td>7</td>
<td>4 P's - Pricing &amp; Place</td>
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<tr>
<td>T 10/19</td>
<td>8</td>
<td>4 P's - Promotion/IMC</td>
<td>14, 15</td>
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<tr>
<td>H 10/21</td>
<td>8</td>
<td>4 P's - Promotion/IMC</td>
<td>-</td>
<td>Individual LinkedIn Assignment (due by 5pm)</td>
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<td>T 10/26</td>
<td>9</td>
<td>Advertising/PR</td>
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<td>H 10/28</td>
<td>9</td>
<td>Advertising/PR</td>
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<td>EC Guest Research (by 8:45am)</td>
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<td>T 11/2</td>
<td>10</td>
<td>Social/Digital Marketing</td>
<td>17, 8</td>
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<tr>
<td>H 11/4</td>
<td>10</td>
<td>Social/Digital Marketing</td>
<td>-</td>
<td>Individual Module Activity (due by 5pm)</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Activity 1</td>
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<td>Activity 2</td>
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<td>T 11/9</td>
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<td>EXAM 2 (modules 6-10)</td>
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<td>Exam 2</td>
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<tr>
<td>H 11/11</td>
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<td>Group Meetings</td>
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<td>Group Project Audit (due in class)</td>
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<td>T 11/16</td>
<td>-</td>
<td>Group Meetings</td>
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<td>H 11/18</td>
<td>-</td>
<td>Group Meetings</td>
<td>-</td>
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<tr>
<td>T 11/23</td>
<td>-</td>
<td>Group Meetings</td>
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<tr>
<td>H 11/25</td>
<td>-</td>
<td>NO CLASS [Thanksgiving Holiday]</td>
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<tr>
<td>T 11/30</td>
<td>-</td>
<td>Group Presentations</td>
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<td>Group Powerpoints (submit before presentation)</td>
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<tr>
<td>H 12/2</td>
<td>-</td>
<td>Group Presentations</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>M 12/6</td>
<td>NO CLASS</td>
<td>Group Project</td>
<td>-</td>
<td>Final Group Paper (by 5pm) + Group Evaluations (by 11:59)</td>
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