

Strategic Marketing

MASY1-GC 1230 | 101 | Spring 2024 | 01/22/2024 -05/06/2024 | 3 Credits

Modality: In-Person

Course Site URL: <https://brightspace.nyu.edu>

General Course Information

Name/Title: Michael Serwetz, Adjunct Instructor, He/Him/His

NYU Email: mls19@nyu.edu

Class Meeting Schedule: 01/22/2024 -05/06/2024| Mondays | 06:20pm -- 08:55pm

Class Location: Bldg:MIDC Room 420

Office Hours: by appointment via Zoom

Description

This course provides a thorough understanding of the strategic marketing process, from analyzing customer needs, to developing products and services, integrated communications, taking them to market, order fulfillment, and successfully managing customer relationships. Topics include the marketing mix and the holistic marketing concept, marketing research and forecasting, environmental analysis, market segmentation, customer relationship management, brand equity, managing marketing programs, integrated marketing communications, online marketing, and return on marketing investments. In this course, students explore and analyze marketing strategies that are integrated across the organization and its customer touch points, the communications mix across distribution channels, and the customer lifecycle. They also learn how to optimize the core processes of the value chain, analyze the competitive environment, develop and execute an integrated marketing communications mix, and formulate and implement marketing strategies for acquiring and retaining customers.

Prerequisites

N/A

Learning Outcomes

At the conclusion of this course, students will be able to:

- Propose marketing alternatives applying emerging and traditional marketing approaches
- Differentiate between a customer-centric vs. a product-centric structure.
- Evaluate optimal target markets to maximize customer relationships
- Manage a product through its life cycle of product development and global marketing
- Construct marketing plans and projects and evaluate results using appropriate marketing and communications B2C, B2B, and not-for-profit approaches

Communication Methods

Be sure to turn on your [NYU Brightspace notifications](#) and frequently check the “Announcements” section of the course site. This will be the primary method I use to communicate information critical to your success in the course. To contact me, send me an email. I will respond within 24 hours.

Structure | Method | Modality

Strategic Marketing is an all-encompassing subject, especially in today's post normal and digital environment. There are 14 session topics in this course which cover the key elements of Strategic Marketing. Session topics are;

1. Strategy, past and present- what are the hallmarks of a successful strategy? Porter, Sun Tzu, Blue Ocean Strategy
 - a. The game of Weiqi (go) will be used as a tool to understand and practice Strategy. This will take the form of a class tournament
2. Customer-Oriented Marketing- The mind of the consumer- System1/2 and Neuromarketing
3. Leadership, to successfully achieve a winning strategy
4. Culture: Why is it an integral part of successful Strategic Marketing?
5. Storytelling and Presentation Techniques- essential skills for business and academia
6. Branding- What is a Brand? How do brands succeed or fail today?
7. Digital Marketing- Building Communities in the current social media environment
8. Customer Segmentation- Who are we targeting and why? What are some key demographic and psychographic groups we should recognize in today's marketplace?

Participative experiences and Projects, both individual and Team, are key components of the course. Students will focus on HOW to give effective presentations, which will be a key assessment criterion. Assignments, and discussions will be based on course materials lectures, and class discussions.

Expectations

Learning Environment

You play an important role in creating and sustaining an intellectually rigorous and inclusive classroom culture. Respectful engagement, diverse thinking, and our lived experiences are central to this course, and enrich our learning community.

Participation

You are integral to the learning experience in this class. Be prepared to actively contribute to class activities, group discussions, and work outside of class.

Our participation will be governed by a Rubric known as the Full Value Contract. Not only will it enrich the class environment, but it will make all of us better communicators in our other classes and our careers.

So as a transforming group, let's adopt some rules and strategies from the beginning for our daily class conduct as well as the Project. We will discuss each and every aspect of this rubric and buy into it as individuals and a group. Questions or doubts will be raised and addressed. Let's start with our agreement known as the Full Value Contract:

An agreement among us to work together to achieve both the individual goals and the group goals that have been developed and shared during the group experience. (What are our goals?)

An agreement to adhere to certain safety and group behavior guidelines. These must be discussed and agreed upon by the group. This is an important part of the process for groups to engage in, for no longer are the "rules" coming from only me, but from all of you.

An agreement to give and receive honest feedback. The Critical Reflection and Communication parts of the 4Cs call for open and honest communication which will improve the group's Collaboration, and thus the entire group

The feedback process is: 1) the belief that every group member has value, 2) by virtue of having value every member has both a right and a responsibility to give and receive open and honest feedback. Withholding feedback or not accepting feedback openly will detract from the progress of the organization (in this case the class).

The understanding that the above rubric is not personal to each group member but an essential building block of the group.

Here are the rules of the road to achieve the above:

CLASS COMMUNICATION GUIDELINES:

- Bodies facing each other improves group communication;
- Eyes and attentive listening to someone speaking improves the communicators message;
- Probing questions and empathy towards the speaker improves listening;
- Sitting in a circle creates a sense of community and equality;
- Controlling the paralanguage of gesture and body language improves the effectiveness of speaking.
- There are ways in which everyone can be given opportunity and responsibility to communicate.

(From *Transforming Organizations*, p. 171) Let's communicate!

Assignments and Deadlines

Please submit all assignments to the appropriate section of the course site in [NYU Brightspace](#). If you require assistance, please contact me BEFORE the due date.

All students must complete all course discussions and other assignments prior to the class session. You should come to each class fully prepared, having read the assigned readings and completed the assignment(s), and actively engage in class discussions. Assignment Deadlines are found in the Outline section of this syllabus.

All assignments must be uploaded to the folders on Brightspace posted under the "Assignments" tab. Each assignment folder will include the detailed assignment description and due date/time. Assignments will be updated biweekly to be sure of the most relevant and timely content. Due dates are final and non-negotiable. Late submissions can result in the assignment not being accepted as turned in without prior written permission. Failure to submit on time may result in a grade reduction.

NOTE: Assignments and discussions will be updated every two weeks to insure the most current and optimal learning experience. Updated assignments and discussions will be documented on the prior week's PP and the Assignment Spreadsheet.

Discussion responses will not be graded individually but as an aggregate score for the final grade. Simple assignment requirements are: 1. Turn in on time 2. Make a sincere effort to respond with your best and well-thought-out answer. IF assignments are missing or late or your effort is clearly cursory, this will be deducted proportionately from your final assignment grade. NOTE: To complete a discussion assignment satisfactorily, student must Post AND reply to at least TWO other posts.

Course Technology Use

We will utilize multiple technologies to achieve the course goals. I expect you to use technology in ways that enhance the learning environment for all students.

Technical problems with Brightspace should be addressed as follows:

Use of Technology in Class

Students will close their laptops, smartphones and other devices so that their full attention can be paid to the subject, the instructor and their classmates.

Any exceptions to this will be granted in advance and shared with the class.

Refusal to disconnect during class may have an impact on your participation score.

Feedback and Viewing Grades

I will provide timely meaningful feedback on all your work via our course site in NYU Brightspace. You can access your grades on the course site Gradebook.

Attendance

I expect you to attend all class sessions. Attendance will be taken into consideration when determining your final grade.

Students are expected to attend **ALL** classes. Attendance will be taken into consideration when assigning final grades. Excused absences are granted in cases of documented serious illness, family emergency, religious observance, or civic obligation. All absences must be communicated by notifying the instructor prior to the scheduled session if you will not be attending and the reason. Students are responsible for assignments given during any absence.

In the case of religious observance or civic obligation, this should be reported in advance. Students who miss class for medical reasons are required to notify me of their absence and may be asked to produce a doctor's documentation of treatment at the next class. Students who plan to miss classes for religious reasons are expected to inform instructors beforehand and to be responsible for assignments given during their absence. For university policies on religious holidays please check:

<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html>

Refer to the [SPS Policies and Procedures page](#) for additional information about attendance.

Textbooks and Course Materials

Students can purchase these items through HBR site or Amazon. Links will be given in Brightspace.

- Required:
 - All materials in HBR Coursepack "Strategic Marketing Fall 2023", particularly "10 Must Reads on Strategic Marketing"
 - "Neuromarketing Essentials" by Dr. Peter Steidl ISBN
 - Other materials from internet or other sources as appropriate

Grading | Assessment

Your grade in this course is based on your performance on multiple activities and assignments. Since all graded assignments are related directly to course objectives and learning outcomes, failure to complete any assignment will result in an unsatisfactory course grade.

The Strategic Marketing Plan will be the major assessment vehicle for this course. It will unequivocally show your comprehension of the major elements of this course. An article in the HBR Coursepack is provided to equip you with several sample formats and the rubric you should follow.

Beyond that, your participation and timely and thoughtful submission of assignments and discussions will determine your final grade in the course.

DESCRIPTION	PERCENTAGE
Mid-Course Strategic Plan	15%
Assignments and Discussions	20%
System 1/2 and Neuromarketing Quiz	10%
Participation	20%
Final Team Project	35%
<hr/> TOTAL POSSIBLE	<hr/> 100%

See the ["Grades" section of Academic Policies](#) for the complete grading policy, including the letter grade conversion, and the criteria for a grade of incomplete, taking a course on a pass/fail basis, and withdrawing from a course.

FINAL TEAM PROJECT:

CHOOSE a company from the web pages listed on Brightspace. All choices will be approved. IF you wish to profile a company not listed, please let me know with appropriate links to company information.

RESEARCH the firm further through the internet, journals etc. to gain a complete understanding of their Strategic Marketing AND their execution of same, e.g., what have they done to promote Customer Experience? What have they done internally to execute their plan?

CREATE A STRATEGIC MARKETING PLAN using your findings against the key strategic touchpoints we have covered during the semester and the templates provided in the HBR article.

PRESENT your analysis in a team format- time frame for presentation is 20 minutes maximum

SUBMIT your individual Word account of 1. Your role with the team and 2. Your takeaways from the project and its research, either or both with regard to Strategic Marketing or the touchpoints we learned in class

MID-COURSE STRATEGIC MARKETING PLAN (Warm-up for the Team Project):

Will follow the same rubric as Final Team Project with two exceptions:

1. Work will be individual, not team
2. Student will analyze a company of their choosing that is worthy of profiling.
3. Student will Deliver a 5-7-minute maximum individual PP presentation plus submit a Word Summary.

Course Outline

Start/End Dates: 01/22/2024 -05/06/2024 | Mondays

Time: 6:20pm – 8:55pm

No Class Date(s): Monday - 2/19/2024 and 03/18/2024

Special Notes: Spring Break 03/18/24 - 03/24/24

Session 1, 01/22/24

Topic: Introductions: Icebreaker- Me, You; Syllabus Review; The Full Value Contract; Course Overview

Learning Outcomes:

- Introduce ourselves and our expectations for the course
- Review Syllabus in detail
- Understand and agree to Full Value Contract re: Participation
- Course overview delivered by instructor

Prepare:

- READ Entire Syllabus
- READ Researchgate article, "Terrain and Ground"
- READ Full Value Contract
- WATCH Simon Sinek Video posted in LI, "Are you uncomfortable with confrontation?" to be discussed in class

Demonstrate:

- Icebreaker discussion to be completed before class session. Answer ALL the questions

Session 2, 01/29/24

Topic: Strategy- The Good, Bad and The Ugly; The Five Forces; The Value Chain; The Strategic Marketing Plan

Learning Outcomes:

- Understand Michael Porter's definition of strategy
- Learn The Five Forces that Shape Strategy
- Learn The Value Chain as an essential element of execution
- Learn historical errors that have undone companies

Prepare:

Read HBR:

- "What is Strategy" by Michael Porter
- "The Five Forces that Shape Strategy" by Michael Porter
- "Marketing Myopia" by Theodore Elliott

Demonstrate:**Discussions (2):**

- "What is Strategy?"
- "Marketing Myopia"

Session 3, 02/05/24

Topic: STRATEGY OLD AND NEW: SUN TZU AND THE GAME OF GO, BRUCE LEE, SURROUND AND CONQUER; THE STRATEGIC MARKETING PLAN

Learning Outcomes:

- Learn and Understand the Strategy Principles of Sun Tzu and how they are expressed through the Game of Go
- Understand the Chinese grand strategy of Surround and Conquer and Salami Slicing
- Learn the philosophy of Bruce Lee and how it relates to effective strategy
- LEARN the principles of developing a superior marketing plan as your Mid-Course Case Study and Team Project

Prepare:

- READ HBR, "Developing a Superior Strategic Marketing Plan" by UV Darden
- READ "Competitive Dynamics and the Game of Go"
- READ "Surround and Conquer"
- WATCH "Video Tutorial for the Game of Go, Parts 1 and 2"
- WATCH "Be an Action Hero"
-

Demonstrate:

- PLAY at least 10 games of go on the website of your choice- with computer or friend 9x9 size board
- Discussion: The Strategic Marketing Plan

- Explore and Reflect:
- WATCH video, “The Hidden Power of Bruce Lee that we all have” and reflect on how that applies to YOU

Session 4, 02/12/24

STRATEGY IN PRACTICE; WEIQI TOURNAMENT

Learning Outcomes:

- Learn to think strategically by engaging in competition with another person who is trying to learn the same thing
- Assess yourself as a strategic thinker in competitive situations.
- Appreciate the Sun Tzu/Weiqi approach to successful strategic marketing and management
- Winners will be given time to compete in future classes

Prepare:

- PRACTICE the game so you begin to understand what strategic thinking demands of you

Demonstrate:

- Prepare to think through and explain what was your strategy (if any) going in and what the game taught you about yourself and your ability to strategize on the fly.

2/19/2024 NO CLASS- PRESIDENTS' DAY

Session 5, 02/26/24

BLUE OCEAN STRATEGY; FINISH WEIQI TOURNAMENT

Learning Outcomes:

- Understand the differences between conventional strategic thought a la Porter and Blue Ocean Strategy
- Learn why the “value-cost tradeoff” is different from conventional strategic thought
- Understand the strategic value of the Strategy Canvas in determining your Blue Ocean path
- Learn the Strategic Move as a key drive of BOS
- Understand why BOS is the modern iteration of Sun Tzu’s Strategy
- Prepare:
- READ internet Article, “What is Blue Ocean Strategy?”
- WATCH video, “Review and Summary of Blue Ocean Strategy”
- READ HBR, Roland Rust et. al., “Rethinking Marketing”
- Demonstrate:
- Discussion: Blue Ocean Strategy and Sun Tzu/Weiqi/Shi
- Resume Winners round of Weiqi Tournament; clearly state strategic lessons after match
- Start reading “Neuromarketing Essentials”

Session 6, 03/04/24

HOW DOES THE CUSTOMER'S MIND WORK? SYSTEM 1 AND 2, NEUROMARKETING; NEUROMARKETING QUIZ

Learning Outcomes:

- Understand what are System 1 and 2 and how do they relate to human and customer behavior
- Learn how Neuromarketing gives us the best understanding of how to analyze and direct customer behavior for success in omnichannel marketing
- Prepare:
- READ Scientific American excerpt from Daniel Kahneman's "Thinking Fast and Slow"
- READ "Neuromarketing Essentials" entire
- STUDY for Neuromarketing Quiz
- Demonstrate:
- System 1 and 2, Neuromarketing Quiz at beginning of session

Session 7, 03/11/24

THE FISH STINKS FROM THE HEAD- LEADERSHIP AND TRANSFORMING ORGANIZATIONS

Learning Outcomes:

- Understand the role of leadership in developing and executing a successful Marketing Strategy- "The Fish Stinks from the Head" "Lead by Example"
- What is the profile of the ideal leader?
- What can we learn about leadership and management from the icons?
 - Sun Tzu
 - Basil Liddell Hart
 - Peter Drucker
 - W. Edwards Deming
 - Ray Dalio
- What are the Crucibles of Leadership?
- What are the 4Cs and how do they give us an actionable path for Transforming Organizations?

Prepare:

- WATCH the video, [Principles by Ray Dalio](#)
- READ HBR, "Managing Oneself" by Peter Drucker
- READ "[Dr. Deming's 14 Points for Management](#)"

Demonstrate:

- Students will communicate (or I will assign) choice of teams for Final Project via email
- 3 Leadership Surveys to all be completed by the student before class time

Session 8, 03/25/24

Topic: CULTURE: WHY IS IT AN INTEGRAL PART OF STRATEGIC MARKETING?

Learning Outcomes:

- What is Culture and why is understanding Culture a critical element of successful Strategic Marketing?
- How is Company Culture related to personal Culture?
- What is Self-Reference Criterion?
- What is Ethnocentrism, Nativism and Xenophobia and why is it destructive to business and company growth?
- How does Comparative Cultural Dynamics help with business and marketing management?
- What is Cultural Intelligence?

Prepare:

- READ my chapter, "What is Culture"
- READ my blog article, "Lovely Thailand Ka"
- VISIT the website "[Georgetown Center for Cultural Competence](#)" READ and review all pages
- READ the web page Hofstede Insights "[National Culture](#)"
- WATCH the video "[The Culture Map by Erin Meyer](#)"

Demonstrate:

- Discussion, My experience (or of others that I know) with Cultural Prejudice

Session 9, 04/01/24**STORYTELLING; EFFECTIVE PRESENTATION TECHNIQUES****Learning Outcomes:**

- Understand why Storytelling is the most effective presentation/pitch technique
- Develop engaging and bold presentation techniques that carry your data
- Learn what is holding you back from making effective presentations and make a plan for improvement
- Understand the cultural/gender/national cultural impediments to bold communication and start to overcome them.
- Prepare for Midcourse Strategic Plan presentations by clarifying all points and questions
- Prepare:
- WATCH Video, "How to deliver an effective team presentation"
- READ Web Article, "9 Tips for Nailing the Classroom Project Presentation"
- WATCH Video, "Why Storytelling is more effective than presenting data"

Demonstrate:

- Discussion, Post and comment twice:
- 1.PRESENTATIONS- WHAT I AM AFRAID OF
- 2.WHAT I CAN IMPROVE TO BE MORE EFFECTIVE
- THE POWER OF STORYTELLING: HOW CAN I INTEGRATE STORYTELLING INTO MY CLASS PRESENTATIONS
- SOME OF YOU WILL BE CALLED UPON TO TELL A FIVE MINUTE STORY ABOUT ANYTHING THAT HAD AN EFFECT ON YOUR PERSONAL GROWTH

Session 10, 04/08/24**MID-COURSE STRATEGIC MARKETING PLAN PRESENTATIONS****Learning Outcome:**

DEMONSTRATE effective strategic marketing plan for the company of your choice and present in an engaging storytelling fashion

Session 11, 04/15/24**DIGITAL MARKETING- TODAY'S FUNNEL, BRAND COMMUNITIES; FINISH MID-COURSE STRATEGIC MARKETING PLAN PRESENTATIONS****Learning Outcomes:**

- How has Digital Marketing changed post-Pandemic?
- What does today's Marketing Funnel look like and how does it reflect changing technology and customer priorities?
- How are communities and Social Media assets to Digital Marketing?
- How do we develop fans who will talk to each other and help to promote the product by emphasizing its relevance or how it solves problems
- How has social media been weaponized to prey on the human Lizard Brain?

Prepare:

- READ HBR:
- "Getting Brand Communities Right" by Susan Fournier and Lara Lee
- "Rethinking the Funnel for the Omnichannel Age" by Guillermo D'Andrea
- WATCH video, "[This Unicorn changed the Way I Poop](#)"
- VISIT Website, [Squattypotty.com](https://squattypotty.com)
- READ "[The Ultimate Waste: Young People say NO to TikTok, Social media](#)"

Demonstrate:

- DISCUSSION:
- How has your perception of social media changed over the last year and why?
- What will be the changes in your own usage and why?
- How would your strategic business plan change from a year ago regarding the use of social media as a key promotional avenue? IF more, why? If less, why and what alternatives are you considering?

Session 12, 04/22/24**BRANDING; WHAT IS A BRAND? HOW DO BRANDS SINK OR SWIM TODAY?****Learning Outcomes:**

- Learn what exactly IS a Brand
- Understand how the customer relates to a brand
- What can we learn from success and failure of Brands in today's post normal marketplace?

Prepare:

- READ HBR, "The Brand Report Card" by Kevin Lane Keller
- READ HBR, "What does your Corporate Brand Stand For" by Stephen A Greyser and Mats Urde
- READ "The Rise of Intelligent Branding" by Forrester Research (furnished by instructor)

Demonstrate:

DISCUSSION:

WATCH TED TALKS video, " [How Symbols and Brands Shape Our Humanity](#)"

AND be prepared to share the following responses in class:

1. Tell us how a NON-Commercial brand has had a strong impact on your life.
2. How does the impact of this brand compare to a commercial brand and why?
3. How does USE change a brand? Prepare examples
4. Which is better marketing-top-down or bottom-up brands?
5. Do you agree that brands are a profound manifestation of the human spirit? IF yes, how would it change your approach to starting and/or building a brand?

Session 13, 04/29/24

FINAL TEAM PROJECT PRESENTATIONS

Session 14, 05/06/24

FINISH PROJECT PRESENTATIONS; CUSTOMER SEGMENTATION: WHO ARE WE TARGETING AND WHY IS IT CRUCIAL TO EFFECTIVE STRATEGIC MARKETING?; FOCUS ON HUGO BOSS TO ANALYZE, BASED ON STORE AND WEBSITE VISITS SEMESTER RECAP

Learning Outcomes:

- What is segmentation?
- How is segmentation related to targeting and positioning?
- What are the key segments for customer segmentation?
- Which segments are more important to focus on in the digital universe?
- What is Forrester's Empowered Customer Segmentation and what can we learn about customer groups that we can relate to Global Marketing?
- How can Forrester's Technographics give us further insight into social media customer segmentation?

Prepare:

- HBR, "MARKETING MALPRACTICE"; READ HBR, Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility;
- READ "Hack HENRY: Maximizing Millennial Marketing with Demographic Segmentation"
- READ "The new luxury buyer is younger than ever"
- READ HBR, "The Female Economy" by Michael Silverstein and Kate Sayre
- Demonstrate:
- VISIT Hugo Boss store in the Oculus (Westfield World trade center), Soho or Columbus Circle AND the website. Be prepared to discuss How Hugo Boss segments its brands

today. IN ADDITION, please do research on the Internet and see the evolution of HUGO Boss as a brand before and after the arrival of Daniel Greider as CEO in 2019

- DISCUSSION: Based on your visit:
- What is the difference between Boss and Hugo? Is it clear?
- Who is the customer Hugo Boss is targeting? Age? Gender? Psychographics? etc.
- How is Hugo Boss attempting to separate itself from the Red Ocean of fashion? What do you think is its strategy?
- ADDRESSES:
- SOHO- 568 Broadway
- OCULUS- 185 Greenwich St.
- COLUMBUS CIRCLE: 10 Columbus Circle
- ALL shops are either at or within 5 minutes of subway lines. Soho store is walking distance from classroom.
- ALSO due is your individual written summary about the team project. This is not a team effort, just you. 2 parts to the assignment, please review before starting.

NOTES:

The syllabus may be modified to better meet the needs of students and to achieve the learning outcomes.

The School of Professional Studies (SPS) and its faculty celebrate and are committed to inclusion, diversity, belonging, equity, and accessibility (IDBEA), and seek to embody the IDBEA values. The School of Professional Studies (SPS), its faculty, staff, and students are committed to creating a mutually respectful and safe environment (*from the [SPS IDBEA Committee](#)*).

New York University School of Professional Studies Policies

1. Policies - You are responsible for reading, understanding, and complying with [University Policies and Guidelines](#), [NYU SPS Policies and Procedures](#), and [Student Affairs and Reporting](#).
2. Learning/Academic Accommodations - New York University is committed to providing equal educational opportunity and participation for students who disclose their dis/ability to the [Moses Center for Student Accessibility](#). If you are interested in applying for academic accommodations, contact the [Moses Center](#) as early as possible in the semester. If you already receive accommodations through the Moses Center, request your accommodation letters through the Moses Center Portal as soon as possible (mosescsa@nyu.edu | 212-998-4980).
3. Health and Wellness - To access the University's extensive health and mental health resources, contact the [NYU Wellness Exchange](#). You can call its private hotline (212-443-9999), available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.
4. Student Support Resources - There are a range of resources at SPS and NYU to support your learning and professional growth. For a complete list of resources and services available to SPS students, visit the [NYU SPS Office of Student Affairs site](#).
5. Religious Observance - As a nonsectarian, inclusive institution, NYU policy permits members of any religious group to absent themselves from classes without penalty when required for compliance with their religious obligations. Refer to the [University Calendar Policy on Religious Holidays](#) for the complete policy.
6. Academic Integrity and Plagiarism - You are expected to be honest and ethical in all academic work. Moreover, you are expected to demonstrate how what you have learned incorporates an understanding of the research and expertise of scholars and other appropriate experts; and thus, recognizing others' published work or teachings—whether that of authors, lecturers, or one's peers—is a required practice in all academic projects.

Plagiarism involves borrowing or using information from other sources without proper and full credit. You are subject to disciplinary actions for the following offenses which include but are not limited to cheating, plagiarism, forgery or unauthorized use of documents, and false form of identification

[Turnitin](#), an originality detection service in NYU Brightspace, may be used in this course to check your work for plagiarism.

Read more about academic integrity policies at the NYU School of Professional Studies on the [Academic Policies for NYU SPS Students](#) page.

7. Use of Third-Party Tools - During this class, you may be required to use non-NYU apps/platforms/software as a part of course studies, and thus, will be required to agree to the “Terms of Use” (TOU) associated with such apps/platforms/software.

These services may require you to create an account, but you can use a pseudonym (which may not identify you to the public community, but which may still identify you by IP address to the company and companies with whom it shares data).

You should carefully read those terms of use regarding the impact on your privacy rights and intellectual property rights. If you have any questions regarding those terms of use or the impact on the class, you are encouraged to ask the instructor prior to the add/drop deadline.