

# BMGT 458A – Design and Innovation in Marketing

## Course Information

**Course Title:** BMGT 458A

**Course Number:** FP01

**Professor:** Mary B. Harms

**Pronouns:** she/her

**Reachable at:** [mharms@umd.edu](mailto:mharms@umd.edu) or  
by phone, 301-467-3992

**Teaching Assistant:**

**Term:** Fall 2023

**Credits:** 3

**Course Dates:** August 28<sup>th</sup> 2023 – December 18<sup>th</sup> 2023

**Course Times:** T Th 3:30 – 4:45 in VMH 1207

**Office Hours:** Please email me and I will gladly set up  
a Zoom meeting for us

**Classroom/Zoom Link:** TBD

## Course Description

Design in Marketing is the survey course in the Strategic Design in Marketing Fellows program where we explore the role design plays in marketing strategy. Marketers and designers must work together in the marketplace, both offering different but complementary creative skills and perspective to create a sustainable competitive advantage for the firm or organization. This course brings those two worlds together. Students will examine how individual and corporate interests can be served through the effective use of design in the following disciplines: products, packaging, graphic, interactive (web), retail, workplace, service, ecological, infographics, presentation, fashion, automotive and wayfinding.

## Course Structure

This course will be in-person. Presentations by guest speakers will be via Zoom and in-person.

The course is structured into weekly modules. Each module:

**Starts** on Monday morning and

**Ends** on Sunday night.

## Time Expectations

Each week, in addition to any scheduled live class time, you should expect to spend 2 - 3 hours online watching videos, taking quizzes, and completing learning activities. The team project will require an additional 3 - 4 hours between October 1st, 2023 and December 8th, 2023.

## Tips for Success

- **Participate:** Discussions and group work are a critical part of the course. You can learn as much, if not more, from the ideas and perspectives of your peers and instructor. Participation can also help you articulate your ideas and develop critical thinking skills.
- **Manage your time:** Make time for your online learning and discussion participation each week. Give yourself plenty of time to complete assignments (plus extra time to handle any technology problems).
- **Login regularly:** Log in to Canvas several times a week to view announcements.
- **Try not to fall behind:** This class moves at a quick pace and each week builds on the previous. It is very difficult to catch up if you wait until the last minute to complete your assignments or skip a learning unit. Please **reach out to me early if you feel you're slipping behind** on the content and I will try to help.
- **Utilize the Canvas settings:** Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily. You can find more information at this link to the [student canvas community website](#).

- **Ask for help if needed:** If you need help with Canvas ELMS or other technology, contact SmithdIT or email [OTL-EdTech@umd.edu](mailto:OTL-EdTech@umd.edu). If you are struggling with a course concept, reach out to your peers, TAs, and me for support.

## Course Objectives

Upon completion of this course, you should be able to achieve the following learning objectives:

1. Understand how to effectively and efficiently manage the creative process
2. Analyze design trends due to an expanded current and historical visual literacy
3. Analyze the opportunities in various career paths for those individuals interested in design, marketing and branding
4. Develop enhanced creativity and critical thinking skills
5. Be able to articulate the strategic role that design plays in business
6. Further develop leadership, teamwork and communication skills.

## Course Materials & Software

Provided on Canvas. Software is Adobe's InDesign, Illustrator and Photoshop. Professor Bagley will help you access the software through BMGT 458 Q and/or R.

## Course Outline & Assignments

Full Course Outline:

<b>Week 1 – STRATEGIC USE OF DESIGN Module – August 28th, 2023 (Monday) – September 3rd, 2023 (Sunday)</b>	
<b>Meet</b>	Tuesday in person in 1207 VMH. Thursday's class will be an individual project done at your discretion but due on Monday, September 4 <sup>th</sup> at 11:59 p.m. on Canvas.
<b>Read/Watch</b>	For Tuesday, watch: "How to design breakthrough inventions" at <a href="https://www.youtube.com/watch?v=9TlspgTbLM">https://www.youtube.com/watch?v=9TlspgTbLM</a> "Strategic Design Practice" at <a href="https://www.youtube.com/watch?v=uOo2ynIEsFU">https://www.youtube.com/watch?v=uOo2ynIEsFU</a> For Tuesday, read: "What is Design Thinking and Why is it so Popular" at <a href="https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular">https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular</a> "Skinny Design: Smaller is Better" McKinsey report. In FILES on Canvas. Watch: "First secret of great design" by Tony Fadell at <a href="https://www.youtube.com/watch?v=9uOMectkCCs">https://www.youtube.com/watch?v=9uOMectkCCs</a> Nielsen, Lene, "Personas- A Simple Introduction," <a href="https://www.interaction-design.org/literature/article/personas-why-and-how-you-should-use-them">https://www.interaction-design.org/literature/article/personas-why-and-how-you-should-use-them</a>
<b>In Class</b>	Tuesday: Discussion of Strategic Design Thinking  Thursday, talk to a grandparent or great grandparent and identify a product (good or service) that has frustrated them. Ask them to take a photo of it and send it to you.
<b>Deliverable</b>	For the week, create a persona of your grandparent using the guidelines from the Nielsen article. Then, use design thinking to create a better version of the product. Submit a drawing (sketch) of the improved product and describe the problem your grandparent was experiencing and how you solved it using design thinking. Submit on Canvas by Monday, September 4 <sup>th</sup> at 11:59 p.m.
<b>Week 2 - TOPIC – STRATEGIC USE OF DESIGN Module – September 4<sup>th</sup>, 2023 (Monday) – September 10<sup>th</sup>, 2023 (Sunday)</b>	
<b>Meet</b>	Tuesday at 5:00 p.m. in person
<b>Read/Watch</b>	

	For Thursday, read the creative brief for designing a book cover
<b>In Class</b>	For Tuesday, presentation of This is Who I Am slides  For Thursday, Creativity assignment – designing a book cover <a href="https://blog.reedsy.com/guide/book-design/how-to-design-a-book-cover/">https://blog.reedsy.com/guide/book-design/how-to-design-a-book-cover/</a>
<b>Deliverable</b>	For Tuesday This is Who I Am PPTX slide by noon on Tuesday, September 5 <sup>th</sup> For Tuesday, presentation of your This is Who I Am slide to fellow students For Friday, complete the Strategic Use of Design Module quiz available on Canvas, September 8 <sup>th</sup> , 2023 (Friday) between 9 – 9 For Sunday, September 10 <sup>th</sup> , complete the creativity assignment by creating a persona and redesigning a book cover to attract that individual to the book. Submit on Canvas by 11:59 p.m.
<b>Week 3 – PRINCIPLES OF DESIGN AND HISTORICAL DESIGN PERIODS AND INFLUENCES Module – September 11<sup>th</sup>, 2023 (Monday) – September 17<sup>th</sup>, 2023 (Sunday)</b>	
<b>Meet</b>	Tuesday and Thursday at 3:30 p.m. in 1207 VMH
<b>Read/Watch</b>	For Tuesday, watch: Design Principles video (before coming to class)  For Thursday, watch: Color and Branding video (before coming to class)
<b>In Class</b>	Tuesday: Team #1 will present on Strategic Design in the News In class, we will discuss more design principles and apply them to products (goods and services)  Thursday: Team #2 will present on Strategic Design in the News We will explore more color and branding principles and how design plays a role
<b>Deliverable</b>	
<b>Week 4 – PRINCIPLES OF DESIGN AND HISTORICAL DESIGN PERIODS AND INFLUENCES Module– September 18<sup>th</sup>, 2023 (Monday) – September 24<sup>th</sup>, 2023 (Sunday)</b>	
<b>Meet</b>	Tuesday and Thursday at 3:30 p.m. in 1207 VMH
<b>Read/Watch</b>	For Tuesday, watch: <i>Wedgwood, Industrial Revolution, World's Fairs and Thonet Video</i>
<b>In class</b>	Tuesday: We will look at today's current products that are influenced by design movements We'll explore the following design movements: Art Nouveau Arts and Crafts Aesthetics movement  Thursday, We'll explore the following design movements: <i>Art Deco</i> <i>Bauhaus</i> <i>Streamline</i>

	<p>Organic Design          Modernism          Futurism          International Style</p>
<b>Deliverable</b>	
<b>Week 5 – PRINCIPLES OF DESIGN AND HISTORICAL DESIGN PERIODS AND INFLUENCES Module– September 25<sup>th</sup>, 2023 (Monday) – October 1<sup>st</sup>, 2023 (Sunday)</b>	
<b>Meet</b>	Tuesday and Thursday at 3:30 p.m. in VMH 1207
<b>Read/Watch</b>	<p>For Tuesday, watch the following videos:          Pop Art          Swiss School          Scandinavian Design          Postmodernism          High Tech</p>
<b>In class</b>	<p>Tuesday:          Will have a Design Movements Review Game.          Will meet teammates for the semester-long project and work on a slide deck of a current design movement of their choosing. On Thursday, submit as a group a synopsis of a design movement that is currently active nationally or internationally and include 3-5 photos that illustrate the movement's characteristics. Include characteristics of the movement, designers and country of origin of the movement, environmental forces influencing the movement and the scope of the movement. You will be presenting the slide deck in class. <i>Please confer with the other team to make sure your topics are not duplicated.</i></p> <p>Will review the creative brief for the semester-long project.</p> <p>Thursday:          Presentation of current design movements as defined by your teams</p>
<b>Deliverable</b>	<p>Team slidedeck of current design movement          Team #3 will present on Strategic Design in the News          On Friday September 29<sup>th</sup>, take the Principles of Design and Historical Design Periods and Influences exam on Canvas from 9 – 9</p>
<b>Week 6 – APPLYING STRATEGIC DESIGN PART 1 Module – October 2<sup>nd</sup>, 2023 (Monday) – October 8<sup>th</sup>, 2023 (Sunday)</b>	
<b>Meet</b>	Tuesday and Thursday at 3:30 p.m. in classroom
<b>Read/Watch</b>	Creative brief for your online portfolio assignment
<b>In Class</b>	<p>Tuesday:          Portfolio workshop          Guest speakers: Holly Huntley, VP, LMD and Nic Takemoto, Associate Creative Director, LMD (tentative)</p> <p>Thursday:          Walking tour of College Park.</p>
<b>Deliverable</b>	For Friday, October 6 <sup>th</sup> , submit your team's intro for the retail team project.

Week 7 – APPLYING STRATEGIC DESIGN PART 1 Module - October 9 <sup>th</sup> , 2023 (Monday) – October 15 <sup>th</sup> , 2023 (Sunday)	
<b>Meet</b>	Tuesday and Thursday at 3:30 p.m. in VMH 1207
<b>Class agenda</b>	<p><b>Tuesday:</b> Teams #4 &amp; 5 will present on Strategic Design in the News Retailing design</p> <p><b>Thursday:</b> Teams #6, 7 and 8 will present Service design</p>
<b>Deliverable</b>	For Friday October 13 <sup>th</sup> , submit an outline of your portfolio with a list of assets that you will include in your portfolio (see assignment description on Canvas)
Week 8 — APPLYING STRATEGIC DESIGN PART 1 Module - October 16 <sup>th</sup> 2023 (Monday) – October 22 <sup>nd</sup> 2023 (Sunday)	
<b>Meet</b>	Tuesday and Thursday at 3:30 p.m. in VMH 1207
<b>Read/Watch</b>	<p>For Tuesday, watch the following video: <i>Retailing</i></p> <p>For Thursday, watch the following video: <i>Service Design</i></p>
<b>Class agenda</b>	<p>In class on Tuesday: WORKSHOP FOR TEAM PROJECT We'll brainstorm about:</p> <ul style="list-style-type: none"> <li>Types of information we want from our research subjects for the team project Explore secondary research at Gensler, Mintel, IBISWorld.com, College Park City-University Partnership, etc.</li> <li>Ideation exercise in class</li> </ul> <p>Teams #8 &amp; 9 will present</p> <p>In class on Thursday: We'll be discussing:</p> <ul style="list-style-type: none"> <li>The pandemic's influence on retail design, how it varies from retail sector to another.</li> <li>What is meant by servicescapes?</li> </ul>
<b>Deliverable</b>	For Friday, October 20 <sup>th</sup> 2023, submit your team's research and ideation installments due at 11:59 p.m. on Canvas
Week 9 – APPLYING STRATEGIC DESIGN PART 1 Module – October 23 <sup>rd</sup> 2023 (Monday) – October 29 <sup>th</sup> 2023 (Sunday)	
<b>Meet</b>	Tuesday and Thursday at 3:30 p.m. in VMH 1207
<b>Read/Watch</b>	For Tuesday's class, watch the following videos: Website Design

<b>Class agenda</b>	<p>Tuesday's class: Website Design Discussion UX/UI Design Guest speaker: TBD</p> <p>Thursday's class: ONLINE PORTFOLIO WORKSHOP Complete your home page and about me page of your online portfolio. We will be having small group critiques in class</p> <p>TEAM #10 will present</p>
<b>Deliverable</b>	<p>For Thursday's class: ONLINE PORTFOLIO WORKSHOP Complete your home page and about me page of your online portfolio before class. We will be having small group critiques in class</p> <p>For Friday, October 28<sup>th</sup> submit your individual review of the UX of a website- due at 11:59 p.m. on Canvas</p>
<b>Week 10 – APPLYING STRATEGIC DESIGN PART 1 Module – October 30<sup>th</sup>, 2023 (Monday) – November 5<sup>th</sup>, 2023 (Sunday) Daylight savings time ends on November 4<sup>th</sup>-5<sup>th</sup></b>	
<b>Meet</b>	Tuesday's class is in person; Thursday's at 6:00 p.m. via ZOOM – MUST ATTEND
<b>Read/Watch</b>	<p>For Tuesday, Packaging Brand Identity and Packaging Process at <a href="https://www.youtube.com/watch?v=AFZeAJZhvuk">https://www.youtube.com/watch?v=AFZeAJZhvuk</a> (6 min) Package Design – One Day Challenge at <a href="https://www.youtube.com/watch?v=NaBM9yz86RU">https://www.youtube.com/watch?v=NaBM9yz86RU</a> (13 min) Packaging Design in 7 minutes at <a href="https://www.youtube.com/watch?v=7Shwzu0VpQg">https://www.youtube.com/watch?v=7Shwzu0VpQg</a> (7 min.) Packaging Design video with faculty narration</p>
<b>Class agenda</b>	<p>Tuesday: Team #11 will present Strategic Design in the News Discussion of various packaging examples Packaging Design Sprint Exercise Submit your research and sketches for your product packaging design sprint by Wednesday, November 1<sup>st</sup> 11:59 p.m. on Canvas</p> <p>Thursday: Via zoom: <b>Guest Speaker, Talia Evans, Pearlfisher, Strategist for branding and packaging, School of Visual Arts, Masters in Branding, NYC</b></p>
<b>Deliverables</b>	<p>For Wednesday, November 1<sup>st</sup>, submit your research and sketches for your product packaging design sprint by 11:59 p.m. on Canvas</p> <p>For Friday, take the Applying Strategic Design Part 1 module exam on Canvas, 9 – 9</p>
<b>Week 11 – APPLYING STRATEGIC DESIGN PART 2 Module – November 6<sup>th</sup>, 2023 (Monday) – November 12<sup>th</sup>, 2023 (Sunday)</b>	
<b>Meet</b>	Tuesday and Thursday at 3:30 p.m. in person
<b>Read/Watch</b>	For Thursday, watch the following videos: Wayfinding Design

<b>Class agenda</b>	<p>Tuesday: Team #12 will present Strategic Design in the News ONLINE PORTFOLIO WORKSHOP – Your portfolio page must be done before class. Projects must be formatted in case presentation format.</p> <p>Thursday: Wayfinding Design In-class exercise</p>
<b>Deliverable</b>	For Friday, submit your team's retail prototype due at 11:59 p.m. on Canvas
<b>Week 12 – APPLYING STRATEGIC DESIGN PART 2 Module – November 13th, 2023 (Monday) – November 19th, 2023 (Sunday)</b>	
<b>Meet</b>	Tuesday and Thursday at 5:00 p.m. in person
<b>Read/Watch</b>	For Tuesday, watch the following video: Presentation Design
<b>Class agenda</b>	<p>In class on Tuesday: Team #14 will present on Strategic Design in Business Presentation Design Discussion</p> <p>In class on Thursday: TEAM PROJECT WORKSHOP – work on advertising and promotional plan</p>
<b>Deliverable</b>	For Friday, Advertising and promotional plan for retailing team project due at 11:59 p.m. on Canvas
<b>Week 13 – APPLYING STRATEGIC DESIGN PART 2 Module – November 20th, 2023 (Monday) – November 26th, 2023 (Sunday)</b>	
<b>Meet</b>	<p>For Tuesday, no synchronous meeting</p> <p>For Thursday, no synchronous meeting (Thanksgiving)</p>
<b>Read/Watch</b>	
<b>Class agenda</b>	No in-person class.
<b>Deliverable</b>	<b>For Tuesday, November 21<sup>st</sup>, individual portfolio is due at 11:59 p.m.</b> Submit personas and URL for portfolio through Canvas.
<b>Week 14 – APPLYING STRATEGIC DESIGN PART 2 Module – November 27th, 2023 (Monday) – December 3rd, 2023 (Sunday)</b>	
<b>Meet</b>	Meet on Tuesday and Thursday at 3:30 p.m. in VMH 1207
<b>Read/Watch</b>	For Tuesday, watch the following videos: Automotive Design Fashion Design
<b>Class agenda</b>	<p>Tuesday: Discussion of Automotive Design and Fashion Design</p> <p>Thursday:</p>

	In-class workshop on team project
<b>Deliverable</b>	For Sunday, December 3 <sup>rd</sup> , final submission of team project paper on Canvas by 11:59 p.m.
<b>Week 15 – Team Showcase – December 4<sup>th</sup>, 2023 (Monday) – December 10<sup>th</sup>, 2023 (Sunday)</b>	
<b>Meet</b>	This week, the Tuesday class will be from 4:00 – 6:30 to allow for team presentations. Students will present in front of industry professionals. You will need to stay for entire class period.  Thursday, we will meet from 3:30 – 4:45 in 1207 VMH.
<b>Read/Watch</b>	
<b>Class agenda</b>	Tuesday: Retail pitch presentations  Thursday: Panel discussion with 3 SDF alumni in New York City via ZOOM
<b>Deliverable</b>	For Monday, submission of team project’s slide deck by 11:59 p.m. on Canvas For Tuesday, team presentations For Friday, submission of peer review on Canvas by 11:59 p.m. On Friday, December 8 <sup>th</sup> , take the quiz for APPLYING STRATEGIC DESIGN, PART 2 Module by 11:59 p.m. on Canvas
<b>Week 16 – Finals Week</b>	
<b>Meet</b>	Monday Night, SDF graduation dinner with guest speakers TBA
<b>Read/Watch</b>	
<b>Complete</b>	
<b>Deliverable</b>	

### Team Assignments

Details will be available in the creative brief for the project that will be posted on Canvas in mid September.

### Individual Assignments

Details for each individual assignment will be available on Canvas under ASSIGNMENTS.

### Exams

- There will be 4 exams administered on Canvas throughout the semester.
- Exams will cover external videos, slide deck voice-over videos, articles and class discussion.

### Grading Structure

Assignment	Percentage %
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<b>4 online exams</b>	<b>32</b>
<b>Online portfolio</b>	<b>20</b>
<b>Team Project</b>	<b>30</b>
<b>Individual assignments</b>	<b>18</b>
<b>Total</b>	<b>100%</b>

## Course Policies

### University Class Policies

Students are responsible for knowing their rights and reviewing all course related policies found at this link to [UMD's Office of Undergraduate Studies website](#) or [UMD's Graduate Schools list of Course Policies](#).

Here are some guides that may be useful for the transition to online instruction

- [Campus Resources for Students](#)
- [Best Practice for Learning Online](#)
- [Navigating Zoom as a Student](#)
- [Managing Technical Difficulties](#)

### Netiquette

*Netiquette is the social code of online classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette. Please be sure to pause and interact a little more slowly than you normally would to allow for internet speed differences and audio quality. Ensure you're being heard before continuing to present or speak for extended periods. Also please use the interaction buttons in our online tool to participate in class!*

Examples of disruptive online contributions:

- Interrupting a classmate
- Changing background images frequently
- Not muting when there are loud noises in your environment or interruptions
- Taking part in other tasks or lying down during the meeting
- Adding private interactions in the software chat box
- Doing anything that would also be considered inappropriate in the in-person classroom

Examples of positive online contributions:

- Stating your name before sharing
- Using the software's participation tools e.g. hand raise, yes, no, etc. to request the faculty's attention
- Using chat to ask questions when unmuting/asking a question would disrupt class function
- Participate in the class opening share-out (e.g. share a pet, funny image, item from your office)
- If you feel comfortable, leave your camera on for the discussion sections of the class

### Class Assignments/Discussions/Participation

The primary goal of our discussions is to enhance the collective learning of the class. The following guidelines can help you make effective contributions to our class discussions. Please see the following list of tips for effective and meaningful discussion participation.

Examples of Good Discussion Contributions:

- Comments that report and explain content, opinions, or analysis by stating clear assumptions, critically self-reflecting, citing specific sources, and/or conducting explicit, systematic analysis
- Comments/questions that provide or seek clarification
- Comments with good timing as well as good substance providing substantiated claims and evidence and sharing sources where possible
- Comments that make points clearly

- Comments that move learning forward by building an argument and/or drawing on other comments
- Comments that respectfully articulate a point of agreement/disagreement

Examples of Ineffective Discussion Contributions:

- Destructive personal or intellectual attacks
- Interrupting peers
- Monopolization of the discussion
- Disrespectfully articulating a point of agreement/disagreement
- Out-of-sequence comments / destroying the flow of class discussion

## Recording and Online Privacy

*Our class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.*

It is not necessary to have your camera on but in order to keep the class interactive you are welcome to:

- Keep both your video and audio on and contribute (mute is recommended if there is background noise)
- Keep just your audio on and contribute - stating your name first can help your classmates
- You can use the chat box if you have contributions you'd like to be seen and read but don't feel comfortable sharing your own voice.
- Ensure you're using the participation tools e.g. yes/no/hand-raise and participating in polls
- Please reach out to me at any point if you feel you're falling behind or struggling to participate

## Marketing Electives - Extra Credit Opportunity.

### Fall 2023

Marketing knowledge evolves over time. The role of academic research is to attempt to understand the underpinnings of consumer behavior. You are invited to contribute to that academic research by participating in one or two research sessions during the semester, each lasting about one hour, in exchange for extra credit.

You may participate in one session to earn a maximum of 1% extra credit for this Marketing elective course. If you are enrolled in a second Marketing elective course, you will need to select which course to apply the credit to.

**Research sessions will take place between November 27 - December 1.** Multiple appointment times will be available, but you may participate only once. **All research sessions will be held in the Smith Behavioral Lab (VMH 3518).**

### Registering to participate in research via the SONA website:

Specific instructions for completing the research session will be provided about 1 – 2 weeks before the sessions begin.

### Confidentiality and research alternatives:

The responses collected in the research session will be confidential. That is, your name will not be associated with your responses to the study questions at any time. All data you provide will be grouped with data others provide for purposes of reporting and presentation. If you do not wish to participate in a research session, you may substitute an alternative assignment, which involves preparing a summary and critical analysis of a recent marketing research article. Additional instructions about the alternative assignment will be provided.

**If you have any questions about the research experience, please contact the Behavioral Lab Manager at [rhsmith-participate@umd.edu](mailto:rhsmith-participate@umd.edu).**

## Resources & Accommodations

### Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of

the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). Information about [sharing your accommodations with instructors](#), [note taking assistance](#) and more is available from the [Counseling Center](#).

### Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

### Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

### Statement on Diversity and Inclusion

We recognize the importance of a diverse student body as necessary to a THRIVING environment. We are committed to fostering inclusive and equitable classroom environments. The Robert H. Smith School of Business strives to ensure all members of the Smith community feel welcomed, valued, and proud of every aspect of who they are. Through education, knowledge creation, advocacy, programming, and support, Maryland Smith commits to building an inclusive community that fosters a sense of belonging among all stakeholders.

I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

### Technology Policy

Please refrain from using cellphones and other electronic devices during class sessions unless we have designated such use as part of a class exercise.

### Faculty Expectations

- I will respond to emails within 48 hours. Feedback on assignments and grades will be returned in a timely manner, targeting an interval of 7 working days.
- I will hold myself to the same high standards I hold my students
- I will be responsible for communicating any and all course, grading, or syllabus changes
- I will do my best to ensure all students have a positive learning experience in my classroom
- I will do my best to ensure all students have a voice in my classroom

### Student Expectations

While the following is not an exhaustive list and in no way can replace your grade in this class, the rubric below can assist you in clarifying how to be successful in this course. If you are concerned at any time that you are falling behind please contact me via email as soon as possible.

Unsatisfactory	Beginning	Developing	Excellent
Poor attendance	Mostly on-time attendance	Consistent, on-time attendance	Consistent, on-time attendance

Little or no meaningful contribution to class discussion	Occasional participation or contributions to class discussion	Frequent meaningful participation or contributions to class discussion	Consistent meaningful participation or contributions to class discussion
No or late submission of major assignments	On-time submission of all assignments	On-time submission of all assignments	On-time submission of all assignments
Minimal effort on assignments (inside and outside of class)	Demonstrated effort on some assignments	Demonstrated effort on most assignments	Demonstrated effort on all assignments
No high quality output on any learning assessment or subpar quality across several learning assessments	High quality output on some learning assessments	High quality output on most learning assessments	High quality output on all learning assessments
Disrespectful classroom etiquette	Respectful classroom etiquette	Respectful classroom etiquette	Respectful classroom etiquette

### Attendance and Participation

- Given the interactive style of this class, participation will be crucial to learning and your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.
- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss a live session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

### Absences and Late Policy

Late assignments require prior permission from the instructor and must be accompanied by a legitimate reason for not meeting a target deadline.

**The complete university policy on absences can be found here.**

As per university policy, one missed class with an email notification (preferably before) is acceptable. For absences longer than 1 class session, or more than twice in the semester, documentation is required. With appropriate documentation students will be given (add in your policy here e.g. 1 week from documentation to take the assignment and ½ points for 2 weeks after documentation receipt.)

i.e. For Major Scheduled Graded Events (MSGEs), only University approved absences (religious observance, unforeseen life circumstances out of your control (with documentation), or documented illnesses with appropriate documentation) will be accepted.

### Academic Integrity

The University's **Code of Academic Integrity** is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the Smith School does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the Smith School.**






It is important to note that course assistance websites, such as CourseHero, are not permitted sources for Smith School courses, unless the instructor explicitly gives permission for you to use one of these sites. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc.

Finally, on each exam or assignment you must write out and sign the following pledge:

***"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."***

To help you avoid unintentional violations, **the following table** lists levels of collaboration that are acceptable for each type of assignment. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, **if you are ever unclear** about acceptable levels of collaboration, **please ask!**

	 <b>Open Notes</b>	 <b>Use Book</b>	 <b>Ask Friends</b>	 <b>Search Online</b>	 <b>Work in Groups</b>
	Students may look at their class notes while they complete this deliverable	Students may look at the assigned course textbook/readings while they complete this deliverable	Students may get help from classmates, friends, or others to complete this deliverable	Students may search the web for related ideas or information while they complete this deliverable	Students may complete the deliverable through joint work with others
<b>Individual assignments</b>	Yes	Yes	No	Yes	No
<b>Retail Team Project</b>	Yes	Yes	Yes	Yes	Yes
<b>Course Exams</b>	No	No	No	No	No
<b>In-class group assignments</b>	Yes	Yes	Yes	Yes	Yes

### Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the [Course Eval UM website](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

### Copyright Notice

Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission.

### About the Instructor

Mary Harms joined University of Maryland in 2001. She is an Associate Clinical Professor in the department of marketing, the program champion for the Strategic Design Fellows, founded of the Young Alumni Marketing Council, and is the Academic Coordinator for marketing internships. Throughout her academic career, she has also taught courses in services marketing, integrated marketing communications, sales management, personal sales, global marketing and an honors seminar on creativity and leadership in business.

In the Fall of 2008, she and Design Professor Ruth Lozner created the Design and Innovation in Marketing Undergraduate Fellows Program. Each year, 30-35 marketing and design students are chosen by a juried selection process to enter the 2-year program where they learn and collaboratively work on projects in courses tailored for the program. Students learn about product and packaging, interactive, green, universal, retail store and display, workplace, corporate and non-profit, graphic, presentation, information and wayfinding design. For more information about the program, go to <http://www.strategicdesigninbusiness.com>.

Harms also focuses on helping undergraduates secure internships and entry-level positions. She has created a marketing career guide for undergraduates that is available at <http://www.marketingjobsforterps.com>. She also sends bimonthly email blasts to undergraduate marketing students with internship and full-time marketing job opportunities.

She has lead undergraduate business students abroad in the following courses: The Business of British Design and Culture, The Business of French and Dutch Design and Culture and the Business of Italian Design and Culture. In 2014 and 2015, she accompanied Smith students to Australia where she taught Global Marketing and coordinated their Australian internship experiences

She was awarded the Krowe Award for Teaching Effectiveness in 2006, 2010 and 2019, the Distinguished Undergraduate Professor Award in 2020, and the Phillip Merrill Faculty Mentor Award in 2006, 2011 and 2022.

She served as the undergraduate AMA faculty advisor from 2004 - 2015. Under her tenure, the organization won awards at the International Undergraduate Marketing Conference for 10 consecutive years. The chapter has also received significant honors during that time from SUSA. From 2007-2015, she shared her responsibilities as faculty advisor with Professor Rosellina Ferraro.

For 20 years, she was involved in several entrepreneurial ventures ranging from a vertically-integrated chain of active sportswear stores to a collection of four decorative home accessories boutiques. Both she and her late husband were recognized for their entrepreneurial accomplishments. Before that, she worked as an interior designer in Madison, Wisconsin for two years and as a graphic designer for an advertising agency in Phoenix.

She served as a weekend docent at the National Gallery of Art from 2003 – 2023 giving tours in Italian Renaissance, American Art, Modern and Contemporary Art, Impressionism.

Her goal for this course is to encourage students to always be thinking about design strategically, to be excited about what is happening in the design world, and to feel confident about their design knowledge and design-thinking skills when they graduate from Smith and enter the business world. She also wants to expose SDF students to a variety of career paths available to the graduates of the program.