Center for Excellence in Teaching **FIT**

REFLECTIVE TEACHING PORTFOLIO

Robert J. Lafayette, PhD

September 23, 2015

1. **Define your teaching philosophy.**

As a student of Anthropology and Education, among other things, it seems rather natural for me to impress upon my students the value and importance of learning to love learning for the sake of learning—and learning how to keep an open mind. I prefer applying the Socratic methods of teaching and learning, i.e., encouraging students to learn to think for themselves through questioning and reasoning.

All other knowledge, from classroom lectures, readings, personal and professional interactions, especially during 'workshop time' in my classes, and from my answers throughout the semester, can flow from this starting point.

Thus, from the perspective of the courses in which I have chosen to lecture (currently survey courses in Direct Marketing, a workshop (from the expertise of this master to oversee and guide students), I teach by explaining, seeking thinking from my students, and by allowing students to ponder and understand concepts; by repeatedly asking students to put into practice, as part of the workshop, the objectives of the class.

I also use their and my life stories which are true and verifiable. This approach often results in students thinking—ever-the-more; and applying reason before action in essence, rather than by mechanically memorizing and so-called learning by rote, which to me is memorizing and not really learning.

I am also open to allowing new technology to become part of my teaching tool-kit.

My motto: Work smart rather than simply working hard.

2.   Have you ever observed a master teacher? If the answer is yes, what do you recall most from the experience?

I have observed many master teachers. One example does not do justice to my experiences with master educators and the following list is limited, explaining about four such master 'teachers'; is limited only due to time and space requirements.

What I recall most from the following experiences which are to me all quite similar experiences, is that love of learning and sharing is important in being a master teacher (and student), that being kind and gentle is imperative, and knowledge of the subject matter while helpful is only one element of the process.

One such example of an experience with a master teacher was during the early 1990s when I took a course with a world famous teacher/ lecturer, all around mesmerizer Professor Maxine Greene at Teachers College, Columbia University. This was while I was working on my Ed. M. in Anthropology and Education. I was astounded to experience how she mesmerized me and the class of about 90 students. She spoke from her heart first and also from her head, meaning she transmitted knowledge. She was open minded and asked us to be open-minded and listen to dissenters; other points of view. She was gentle and kind. Fair and reasonable.

Another such master educator was Professor Lambros Comitas, Chairman of the then Anthropology Department of Teachers College. Many students were disturbed by his lecturing and teaching style which seemed confused or disorganized to them. He was a lover of learning and that great love came through to me. I found his style similar to that old adage: clever as a fox. I took many courses with Professor Comitas because I knew I really gained knowledge as well as insight from him and his teaching style. He knew exactly what he was doing at all times. Anyone who thought otherwise missed an opportunity to see educational greatness in action. He reinforced my sensitivity to that notion: love learning, be kind and be gentle.

And then there was Professor Charles Harrington, one of my PhD sponsors who asked me if he could be my mentor, my dissertation sponsor. He taught several classes which I took, I worked with him for a few years on a book he was writing, and we came to know each other quite well. I valued his experience and style of educating, which complemented Professors Greene and Comitas: love learning. Be kind and gentle.

Another master teacher (not the last; and not shown as fourth here due to a ranking) was Professor Herve Varenne who took an unprecedented step and volunteered also to be a mentor/ PhD sponsor of mine. I gratefully and humbly accepted this abundance of offerings. Many of my aspiring PhD colleagues had difficulty mustering even one sponsor. Here I had two senior professors in Columbia University offering their guidance both for my dissertation fieldwork (2 + years), dissertation writing (18 months), and subsequent defense. As with those mentioned above, love of learning and being kind and gentle were dominant characteristics of Herve's.

Their combined knowledge and wisdom cannot be calculated nor can the impact they had on my own education and style of lecturing with students and professional consultation with clients. I could go on and on about having the privilege of being a student of many master teachers.

3.   Give an example of your most successful lesson. Why do you feel it was successful?

An example of a successful lesson took place this past semester (spring 2015) when after a lecture several students came to me seeking guidance. Interestingly, the guidance had less to do with the specific class or material I lectured on in the class, that day itself, but was influenced by my style and hopefully my sensitivities to students' needs.

That lecture had to do with reminding the students about the importance of doing his or her best and leaving the rest up to me; I had apparently earned their trust. When an educator has the trust of students it suggests students are willing to learn, and learning itself is the most difficult thing a student, a person, can do. I have had the good fortune to have several students each semester come to me after the class or semester for guidance.

All my lectures are well planned and practiced, quite in advance of the class and usually tweaked during the weekend prior to the lecture.

I teach the importance that the following saying I have used for decades and promote to the class as a good approach to academic life and life in general: Proper Planning Prevents Poor Performance.

The evidence suggests my lectures/ lessons are successful from the experiences I have, that some of the students after the specific class or semester is over, call upon me to write references or seek my guidance. The lesson for me is to continue to develop trust and communicate and show 'love of learning'.

4.   Do you have an example of an unsuccessful lesson? How did you address the challenges?

Interestingly, I cannot recall a time when I had what is asked: An example of an unsuccessful lesson. This is not "humblebragging". Students interact with me in class, most participate, some come prepared, some unprepared, some play with their phones, but most if not all get back on track once I mention to them I see their behavior as potentially disruptive and disrespectful. All lessons seem to me to be successful. Students learn. Students interact with me, and many come back to me after the semester is over, usually via email, for references or more information, and in general compliment me indicating that they used what I taught and that knowledge advanced their academic or professional life.

Part of my lecture style and teaching style, and life style, is to promote that Proper Planning Prevents Poor Performance (The Five "P"s).

I practice this daily. Imperfectly at best, though without major issues to date. Since my classes (synchronous classes) are all prepared months in advance, and then tweaked days in advance of the scheduled lecture, the lessons usually go off without too many hiccups, and are all to a one, rather successful, in my opinion. One or two hiccups do not qualify as an unsuccessful lesson. Even with a technical glitch when using a Smart Classroom, the glitch usually gets resolved prior to class, or has been resolved this way so far. I have not had a technical glitch that prevented me from a giving successful lesson either.

I hope answering this question does not cause bad karma to create an "Unsuccessful Lesson" in the future.

5.   **Why are you introducing and/or expanding the use of technology into your teaching?**

Excellent question.

Even the Socratic Method calls for using tools. In the time of the ancients something to sit upon (a chair or seat) was their tool with discussion as an implementation of the learning process (interactive learning). Nowadays using technology as a tool, only as a tool, is important since the students themselves have been introduced to digital and digitally interactive tools in particular since they were young.

Thus, (digital) technology offers a path to educational efficiency and must be considered by a contemporary educator as beneficial for students. With this in mind, it is possible (though according to many educationalists, impractical) to not use some technology (digital or otherwise) as a teaching tool in modern education. But, when one is a student in a school called 'Fashion Institute of Technology' (FIT), with emphasis on "technology", it seems natural to have access to some tools of contemporary technology as part of the lesson.

Years ago, before computers, paper, the pencil and pen and even the typewriter were main technologies of the day. When I taught my first class in spring of 1980 (Capital Budgeting and Long Term Planning) almost everything I did for the students was done the old fashioned way, by pen, ink or hand.

With modern computers, laptops, and tablets, as well as smartphones, there is a greater efficiency in the 'hard' stuff of teaching and more time for the smart stuff: research using the Internet's access to sources and libraries locally and around the world, and subsequent lecturing aided by use of tools from Smartphones, Power Point, to Voice-Threads to Blackboard (Learning Tools) to Google Drive and Google Keep (similar to One Note in Microsoft), to emails and texts, to Wi-Fi printers and scanners, and, not lastly the use of the cloud for storage.

Students are now taught (by me, at least) using methods and technology they are familiar with, albeit, in addition to the classical methods of good old lecturing and give-and-take between lecturer and student. They will use these contemporary technological tools in the work force, therefore, I do my best to use these tools now.

Why am I expanding the use of new technology? It simply makes good sense.

Technology, such as communicated via Voice Threads, Lynda.com, the TED channel, and via on-line learning lectures by some of the best and brightest: from MIT, Stanford, Harvard, and Columbia, to name a few, as well as introducing to students and viewers the notion of communication with Voice-Thread, Smartphone apps that interact with, and for, the students, Blackboard, and so many other technologically advanced tools, often makes lecturing more varied and fun for me and my students, and seemingly easier; definitely more interesting for them and me. And, these tools offer an introduction to efficiency in education, research and learning, and professional life: Let's call it Smart Learning.

Though working smart with technology seems hard to some at first, it definitely does create a more interesting and hopefully challenging, in a good way, positive learning environment for students. That's my goal of using technology in my teaching.

6.   How do you feel these technology innovations will affect the student experience? How do you think it will affect your experience?

See Number 5 above. The technology innovations of late, in particular Blackboard, for example, with all of its variations (and shortcomings) and other elements such as Voice-Thread and link-ability to LYNDA.com, as well as Google Drive and Google Docs for access to uploaded files, and of course, use of the cloud, smartphone communication capabilities, tablets and more certainly offer a cacophony of variations for modern teaching and learning.

I own a Surface Pro 3, my sole computer hardware (with triple monitor setup at my office) and also use a Smartphone and Kindle Fire Tablet to access all the above mentioned digital tools.

I have an additional state of the art desktop computer which is my backup PC, in case a of a catastrophic Surface pro 3 failure.

If used wisely digital technology may have a positive effect on the student experience since this use is in line with what students are already familiar with as children of the digital age.

Generationally, most college students born after 1995 (Generation Z) came of age after the year 2000, and grew up in an almost totally digital world. It would be detrimental, in my opinion, for these college students not to be exposed to this technology in their everyday academic/ educational life while at FIT.

Students for the most part of my experiences have appreciated the use of technology both as a teaching aid (from my end) and a tool for their course related studying and assignments.

Their jobs after graduation will definitely require a user friendly hands-on approach to using digital technology. Why not start expanding the use of this technology in the FIT classroom?

Blackboard for example, allows the instructor to have access to learning management, and technological tools such as communication, evaluation and also digital access to videos and other relevant information, such as Lynda.com to enhance the student's academic and pre-professional experiences.

The use of technology of all kinds has sharpened my understanding of technology in education; offering our students a truly 'contemporary' education.

I, however, also attempt to include classic elements of education such verbal communication, reasoning, and reading (and comprehension) and writing, to further round out the students' experiences.

7.   Please describe new teaching ideas you plan to implement as a result of this technology certificate program.

New teaching ideas: grow with technology, embrace technology in my planning of lectures and actually during my lectures. Show students in both a subtle and overt manner, the elegance of good, effectively used technology.

For example, one simple new use of technology for me was the discovery in WORD 2013 that I could create a syllabus (see below) that linked the Table of Contents to the document itself. Simply put, if a student clicks on an area in the Table of Contents the link automatically goes to that section within the document. This new discovery in the use of MS Word to me may seem silly and naïve to some, but I struggled for the better part of a month trying to make it work, and now it does! My students use this syllabus with ease and I also am setting up Blackboard home page and module pages for the class with the same elegance and simplicity.

I put the same energy and willingness to experiment with other uses of technology discussed herein on an ongoing basis especially as a lecturer here at FIT.

Blackboard allows me flexibility and access to many tools in education, albeit from giving students access to a digital version of the syllabus, to allowing students to see the semester in advance more or less, to leading students to efficiently research on line.

I have been using elements of Google Docs for years, and as well as other cloud based sources and resources in my classes since I came to FIT in 2013.

Nowadays it is an imperative, allowing students to observe and submit digital assignments and to communicate with each other virtually during the semester, all within the ecosystem of the technology of the class.

This technology certificate program and its completion acknowledges my professional commitment to seeking overall excellence in teaching at FIT (in this case in technology).

Excellence to me is an abstract, with a constant raising of the bar.

8.   **How will these new technology tools/approaches contribute to your classroom practice?**

These approaches will more than contribute, they will rather enhance my, and my students', classroom practice. From day one when I give my introductory lecture students of mine are exposed to my methods of using technology in education. That being understood some of the administrative staff of another FIT department have gone on record with me that they prefer the non-digital methods of education in the classroom, a perspective that is fine for that person.

But to me, it is also absolutely Stone Age thinking insofar as our educational mission: educate and prepare students for the work force.

I hope that at some point I am asked if I would like to lecture in a philosophical and practical upper level class concerning aspects of anthropology and business, technology, and the meaning of education and learning and its application in the work environment.

Digital driven technology as we know it, is here to stay. Even in a course such as that where social science and business are interwoven and discussed, parts of the class should include technology, from pens and paper to use of a Smartphone or computer to prepare a report or even a digital book to read. Many library resources are digitalized. All these examples are elements of various technological advances over the years.

I concluded after repeated learning and using of many different types of technology from hardware to software that these seemingly new digital age approaches allow me to interact more with the students in class rather than less, all the while letting students know they can both research and access relevant information on line and using traditional methods, such as hard copy books.

Traditional tools such as going to a library and reading books and articles from hard copy are still accessible and most certainly highly encouraged by me.

9. **How will you evaluate the success of your activities?**

I usually allow the students to rate me at least two times during the semester to guide me to adjust any aspect of the class during the semester. I use a tested questionnaire that asks the students to anonymously evaluate several elements of the class from my teaching style to meeting their needs. Waiting for the end of semester ratings is only helpful to the next class during the next semester.

I am instructing this class, therefore, intra-semester ratings are helpful to me and especially the students in assuring they are getting not only what they expect from the syllabus but also from my teaching style. The rating system is also constructed in a way to allow me to monitor students' overall academic progress via how the questionnaire is responded to. I can tell much by reading the comments, for example if the student even read the syllabus.

Naturally, peer evaluations also are effective, though not always accurate, reflections of my teaching style.

10.   **What do you consider to be the bigger picture items with regard to technology and learning?**

The bigger picture of understanding teaching with technology, and more importantly learning from technology, to me, is critical in understanding education and its impact in all its forms on students, synchronous and non-synchronous alike.

My academic interest, and interestingly, the subject of my PhD dissertation is: "*How people learn, what motivates them to learn, and how do they apply learning in their everyday lives?*"

The results from my research were quite interesting and informative to me and others who reviewed it. People who are gently and respectfully motivated, learn better than people who are not motivated by gently learning techniques. A formal book by me on this topic may be forthcoming.

See question 8 above: perhaps this topic (my dissertation: How people learn …) could be the topic of a class with FIT grad students or upper level fourth year students.

In my classes from the micro level to the macro level, students as pre-professionals, will have been, after graduation, exposed, at least by me, to structured uses of technology and will be better off by having a sophisticated and organized exposure to (academically and practically related) technology which is a major part of the lives of these students already, in one way or another.

How this translates may be the subject of further research.

There already is much literature on this topic (see Hooper and Rieber, 1995; Warburton Chen and Bradburn, 1998) as well as educators such as Robert McClintock, Adjunct Professor Emeritus Professor in the Historical and Philosophical Foundations of Education (a teacher of mine) from Teachers College who did groundbreaking work and research on this subject.

He even developed technology that has evolved into many technological tools of today in education. I thoroughly enjoyed taking his classes.

The bigger picture is this: educational techniques are evolving from the days of the ancients to contemporary times. Technology, particularly digital technology, is a new variable in the matrix of education.

However, one thing has *not* changed: students are always better off if they learn to ask the right questions and reason themselves to finding an answer, be it with or without digital and peripheral technology.

Using technology for research and learning can be part of everyday life. To avoid the use of technology only invites having less qualified students become graduates and start as disadvantaged employees in the work force.

The bigger picture, also, is the students will be shortchanged if they are not at least exposed to contemporary technology while in this college.

To me, the bigger picture is: If we educate and graduate technology-friendly students we may just enable to make them more employable during their professional careers.

SYLLABUS
WORKSHOP IN DIRECT MARKETING
DM 211 SECTION 205

DR. ROBERT J. LAFAYETTE, PHD

ROOM A-337

Contents

PREREQUISITES

In order to be able to register for this course you should have taken a basic advertising course similar or equal to:

AC 111 - Advertising and Promotion (or its equivalent)

Students should understand the principles of advertising and marketing, as well as basic statistics and accounting before taking DM211.

From the FIT catalog: AC 111: Concepts, perspectives, and methods for the development and implementation of integrated marketing communications programs for producers, manufacturers, and retailers are analyzed and critiqued.

In AC 111 or equivalent you:

1. Initiated a thinking process for marketing communications that integrates communications into the operating functions of the marketing mix.

2. Developed models and processes for critical analysis of advertising and promotion in attaining marketing communications objectives.

3. Enhanced your presentation skills through individual assignments to prepare and lead discussions on key topics in the course of study.

4. Explored new directions and industry practices in marketing and communications.

5. Accessed information and resources to initiate their process of career planning. Developed "personal positioning strategies" for jobs in fashion marketing, and/or integrated marketing communications.

6. Developed an understanding of the client-agency relationship.

7. Engaged in strategic thinking and planning for Marketing Communications that rely on the concepts of target marketing segmentation and positioning.

COURSE DESCRIPTION AND OBJECTIVES

While the process of selling or marketing itself, at its core, remains essentially unchanged from the past, its contemporary character is at once more dynamic and challenging than ever before. The vibrantly exciting dimension that looms large in today's landscape is what is framed as "direct" selling or "direct marketing." In the classical sense, direct marketing attempts by any medium possible (channel agnostic) to generate a sale at the time of view or contact with a clear and defined offer (call to action) that results in a measurable action.

Direct marketing is also referred to as 'direct response.'

While there is no ultimate definition of direct marketing, the medium can be described generally as a method of selling that is more or less based on a one-on-one approach -- selling directly to the customer. Direct marketers often use databases to find potential customers or use in-house databases and lists to sell to existing customers.

Of course, direct marketing has long been around in the form of direct-mail offers. But this activity has historically been far subordinate, as a marketing tool, to brand image advertising. This traditionally dominant medium did not – and still does not – attempt to generate a sale at the time an ad is placed or run. Instead, the emphasis is on simply setting the selling process in motion by generating both brand (or service) awareness as well as a positive perception in the minds of the target audiences. In fact, direct mail continues to play an important role in today's media schedules. But the real sea change in the overall importance of direct marketing has been sparked on the technological front.

The emerging applications inherent in digital communications have opened up a new horizon of opportunities for innovative direct marketers. The skyrocketing success of AMAZON.com and eBay.com are two shining examples of how direct marketers are seizing and capitalizing on these opportunities. Contemporary Internet related direct marketing often uses algorithms and computer located cookies that evaluate and track consumers' every move on the computer, and Internet, to determine which products might be best to consider promoting based on the searching and buying patterns of target markets.

How does all this happen?

Workshop in Direct Marketing (DM211) explores this question and explains how direct marketing is created from a classical point of view. Modern direct marketing is often called 'blended advertising' combining traditional brand advertising with some aspect of direct marketing. Workshop in Direct Marketing will focus on the classical approach to direct selling.

DM211 - Workshop in Direct Marketing examines the history, philosophy, planning, design, and execution of direct marketing (DM) and DM programs, including methods for utilizing databases and targeting techniques.

DM 211 - Workshop in Direct Marketing is a survey course. A survey course discusses briefly the chief topics of a broad field of knowledge.

In effect, in this class students will study direct and interactive marketing principles and practices. You will also learn how to design various (direct mail, telephone, catalog, email, and or Internet-based, etc.) marketing programs for consumer goods, services, and industrial markets.

You will learn the principles of database design and obtain an overview of the basic data analysis for targeting and testing.

At the end of the semester students will be prepared for advanced level marketing and advertising courses.

In short, this course offers students a valuable perspective, an informed point of view, of today's direct marketing landscape combined with hands-on insights into the nuts and bolts of contemporary direct marketing operations.

Upon successful completion of this course, students will be armed with a better understanding of the dynamic opportunities inherent in this field as well as the skills with which to capitalize on such opportunities.

As part of a team, you will develop a multifaceted direct marketing business and advertising plan.

Direct and Interactive Marketing (D&IM) concepts and strategies will be examined so that you, by the end of the semester, will have a thorough understanding of:

Individual and team efforts,

Direct and Interactive Marketing,

Principles of Direct and Interactive Marketing,

Business Planning, Strategic Planning, Tactical Planning,

Utilization of Direct Response Advertising and Media Platforms,

Consumer lists,

Offers,

Direct Response Media Metrics,

Electronic Commerce (iDirect Marketing),

Application of Creative Processes in Product Development and Marketing,

Importance of Testing and Research,

Functions of Catalogs and Branding,

Databases and Modeling,

And more ….

By the end of the course students should have:

1.   Demonstrated a variety of direct and interactive marketing skills: describe and apply targeting, create an offer, develop positioning, select appropriate media (including lists), evaluate creative execution, and show how to track program performance.

2.   Identified opportunities for direct marketing with an appreciation for the strengths and weaknesses of direct marketing versus other forms of marketing communications.

3.   Described and applied basic data analysis for direct marketing, including basic performance measurement techniques. Understood the purposes and benefits of modeling and profiling.

4.   An understanding of evaluating the financial performance of a direct marketing campaign, assessing profitability of specific programs, and showing how to use break-even analysis.

5.   Established appropriate measurements for a given direct marketing campaign.

6.   Combined direct marketing methods with other elements of the promotional mix (traditional advertising, public relations, etc.) to produce an integrated marketing approach to the marketplace.

7.   Collaboratively developed and presented a direct marketing plan, applying concepts and techniques covered in the course.

YOU AND YOUR TEAM will develop a plan for organizing and executing a multi-media marketing effort using direct response techniques.

By the end of the course, you will have been exposed to and hopefully learned the following:

• How direct marketing (DM) fits into the overall marketing mix

• Professionalism in individual and group settings

• The importance of participation in-class and team settings

• How to prepare and present a direct marketing plan containing suggested advertising

• The principles on which DM campaigns are based

• Direct marketing's unique applications and their strengths and or weaknesses.

You will be graded on your understanding of the above.

REQUIRED MATERIALS AND TOOLS

TEXTBOOK:

Spiller, Lisa, and Martin Baier. Contemporary Direct and Interactive Marketing. 3rd ed. Chicago: Racom Communications, 2012. Print. ISBN: 978-1-933199-37-5

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Supplemental Readings (on Shelves in FIT Library and On Reserve in FIT Library):

Jacobs, Ron, and Bob Stone. Successful Direct Marketing Methods (8th Edition). 8th Ed. New York: McGraw- Hill, 2008. Print.

Rapp, Stan. Reinventing Interactive and Direct Marketing Leading Experts Show How to Maximize Digital ROI with IDirect and IBranding Imperatives. New York: McGraw-Hill, 2010. Print.

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

STRONGLY SUGGESTED READINGS AND REFERENCE SOURCES:

Direct Marketing Association

Direct Marketing Educational Foundation (DMEF) www.directworks.org

The New York Times (especially advertising and sections)

Wall Street Journal (especially Business Sections)

Advertising Age

Response Magazine (digital and or hard copy)

Most of the above are accessible via the FIT Library.

Additional readings will be suggested mostly in class or via Blackboard.

PLEASE NOTE: Tools: The course requires use of FIT's Blackboard, the World Wide Web, email with the ability to send and receive attachments, and the ability to open and read documents in PDF, Microsoft Word, and PowerPoint.

And, use the FIT Library as a tool. It has many research worthy resources. There will be in Week Three, a presentation about library services; and how to access the FIT Writing Studio.

Use of FIT's Google Drive and FIT's Google Docs is mandatory for file acquisition and sharing.

COURSE LOGISTICS

Each week typically involves:

1)   Readings from the textbook, cases, handouts, and material online, as well as independent readings. Readings should be completed prior to the class discussion.

2)   Lectures.

3)   Discussion of current topics, in class and when possible, posted online on the Blackboard course site.

4)   Preparation of assignments. Submit written assignments online into Blackboard by the Sunday before class not later than noon, unless otherwise indicated. Detailed instructions about each assignment will be provided.

5)   Reflections posted at the end of each week (by Sunday) in Blackboard (see below, page 16). To be discussed in class. Online postings are optional.

You will receive 3 units of credit if you successfully complete this class. This means that you can expect to spend 2 hours 50 minutes in class and each week plus an additional 6 to 9 hours each week completing homework and preparing for the next class.

You can expect to spend more time studying some weeks and less time other weeks. Overall, however, you should expect to average between 9 and 12 hours of study each week or more for the entire term.

ADDITIONAL INFORMATION

FINAL EXAM

FINAL EXAM Special considerations: If you must travel at the end of December and consequently miss the final exam on December 15, you must notify me by NO LATER THAN the end of class on October 6, 2015.

However, please note that missing a final exam may seriously affect your grade.

• I may be able to schedule an alternative date for you to take the FINAL EXAM. However, I would like to emphasize the fact that I cannot assure you of this.

• In order to consider special arrangements, I will, by or on October 6, 2015, need to see your travel itinerary and travel ticket to allow for the Special Final Exam Consideration.

• No Special Final Exam Considerations will be made available unless I am shown (via email PDF format and by end of class October 6, 2015) an itinerary and your purchased ticket with your name on the ticket.

EACH STUDENT is expected to attend the full class session (two hours and fifty minutes).

Classes will begin at 2:10 PM SHARP each Tuesday school is open.

- Each of you is expected to be seated by 2:00 PM, and be ready to begin at 2:10 PM.

- During class, the use of computers for note taking and/or occasional research will be permitted.

- However, no cell phones or electronic devices are to be used for any outside communications: that is, no calls either in coming or outgoing; emailing, text messaging, e-chats, Tweets, Facebook updates, and the like will not be permitted.

- Un-excused absences (CUTS) will have a negative impact on the quality of one's homework, definitely on in-class participation, and most likely on project grades.

- More than three (3) unexcused absences (CUTS) will likely result in a final grade of "F."

- Each of you must bring your textbook to every class until the full class (each and every one of you) can demonstrate that you have your own textbook. The text is a very important   part of the course material.

- If you find you will be more than ten (10) minutes late with good reason, or absent with good cause from a class, please notify me in advance by email.

- If you arrive more than ten minutes late for class, that is, after 2:20 PM, you will be marked as having an unexcused absence.

- "I overslept.", "My girl/ boy-friend caused me to be late.", "I needed to make a call to ....", "I'm late because I missed my bus or train or whatever ...." are not acceptable reasons.

- If an assignment's deadline is missed because of verifiable medical reasons, or if you have another verifiably legitimate reason for your absence, you, the student, still have full responsibility to make up the missed assignment. The amount of time you will have to make up the assignment, if it is arranged, will be determined on a case by case basis.

Since this is a workshop, similar to an internship (pre-professional), I will treat and grade each of you as if you were working as an intern (pre-professional) under my supervision.

PARTICIPATION

Your participation in class is essential.

For this class, you are considered comparable to "Interns" or "Pre-professionals."

Each student should contribute to class discussions and be pre-professional in his or her contributions.

As a pre-professional you are learning how to become a professional.

What does *"professional"* mean?

From an article by Peter Post in the Boston Globe, 8/17/2014.

Just what does it mean to be a professional? - The Boston Globe, BostonGlobe.com

http://www.bostonglobe.com/business/2014/08/16/just-what-does-mean-
professional/MTlZfzUhw4cDphH6E99LIO/story.html

Being professional means:

Consideration. A professional person is able to look at a situation objectively, recognize what is going on, and understand how it affects everybody involved. It means being aware of the bigger picture.

Respect. Certainly professional people show respect toward those with whom they interact. They think about the impact of their actions on others. Perhaps most important, they act in ways that not only deal with the situation at hand but also positively affect the other people involved.

Honesty. The professional person is truthful. Deception — even a little white lie — is not part of his or her make-up. Honesty also means sincerity. A core trait of the professional person is that he or she exhibits sincerity in their interactions.

When these three characteristics are employed, they engender trust. Business is built on trust. It takes effort and repetition to build trust. Just one insincere act can cause trust to be lost, and once lost it is very difficult to regain.

Hand-in-hand with the principles of etiquette, the professional person also:

Exhibits competence. Professionals are good at their jobs. They have mastered their job skills. That mastery builds confidence with clients as well as colleagues, managers, and suppliers.

Honors commitments. Being responsible certainly means being a person others can count on — getting the job done right, and getting it done on time. Responsibility also implies a willingness to own up to problems when they occur and, where possible, to have a solution in mind. It's not a question of whether someone is going to make a mistake; it's how the person handles it when the mistake occurs that matters.

Projects a positive image. That image starts with attire. But it also is affected by actions such as eye contact, posture, and body language. Add these six traits up, and you begin to have an image of a person who is a professional.

Additionally:

Using course materials, discussing your relevant experience, your research and interests, as well as reflections upon the contributions of others is part of "participation."

Participation is evaluated in both qualitative and quantitative terms. I expect comments, questions, active, regular involvement in class discussions, team meetings, and exercises from all the students in the class.

Prepare for class by reading the assigned material and completing the assignments prior to each class.

Contributions are particularly valued when they a) demonstrate thorough analysis of the course material and assignments, b) contribute insight into current direct marketing practices, and c) build upon the contribution of others. Question, analyze, expand, and recommend; don't just agree or disagree with your classmates or restate facts.

Part of your grade will be based on your evaluation by teammates (Peer Evaluation) and on your contribution to the team's work, including analyses, writing, presentation, and professional behavior.

GUIDELINES FOR WRITTEN ASSIGNMENTS

Written assignments should be submitted via Blackboard by noon Sunday, the start of the week in which they are due, unless otherwise indicated.

Use only PDF documents for submission.

A page is the equivalent of a 1.5 or double line -spaced 8.5 x 11-inch paper with one-inch margins using 12- point type, Ariel or Calibri font.

Follow the page length guidelines for each assignment and number each page.

Be mindful of "widows" and "orphans" on your lines and pages.

See, among others:

http://practicaltypography.com/widow-and-orphan-control.html

Or

http://demosthenes.info/blog/946/CSS-last-line-Controlling-Widows-&-Orphans

All cover pages should contain the student name (or team member names), the course name and number, the date the assignment is submitted, and the name of the assignment.

See sample Cover Page Format below.

Late assignments will be accepted only with prior approval and may be subject to a grade penalty. Upon occasion, I may request that you rewrite an assignment. This is entirely at my discretion.

Naming 'e-documents' In order that I can easily identify your documents please begin every file name with your last name (or team name), followed by the name of the assignment.

FILE NAME EXAMPLES

Please pay close attention to this requirement.

-Your last name is Smith. You submit the homework assignment.

FILE NAME EXAMPLE: Smith [assignment name].pdf

-Your team's name is Team1. You submit the Project Proposal.

FILE NAME EXAMPLE: Team1 Proposal.pdf

-Your team's name is TEAM 6, you are submitting Weekly Update Number 4

FILE NAME EXAMPLE: Team6 WeeklyUpdate4.pdf

WRITTEN ASSIGNMENTS

Effective writing helps clarify ideas and communicate those ideas to others. Be organized, clear, and succinct. Grammar, punctuation, style, and spelling count. Write in college-level American English that is appropriate to the business community.

Papers will be graded on the following criteria:

1.   Clear and thorough application of direct and database marketing concepts and principles (including material covered in the assigned reading, lectures, and discussions).

2.   Demonstration of original, logical, strategic thinking including a complete analysis of facts, logical synthesis, and persuasive conclusion/recommendation. Specific examples should support the analysis. Address the specific requirements of the assignment.

3.   Quality of research (depth, breadth, appropriateness) and proper acknowledgement of references, including complete citations using MLA style in-text notes, when appropriate. (Other styles can be discussed and must be approved by Dr Lafayette.)

Note: Wikipedia is not an acceptable source for an academic research paper although you may use it to obtain a general overview of the topic.

4.   Appropriate language and tone in verbal and written communication, as well as accurate spelling, correct grammar, appropriate punctuation, and logical organization are expected. You will not receive an "A" or "A minus (A-)" if your verbal or written communication is awkward, contains grammatical errors (when spoken or written), when written submissions contain punctuation errors, or are unduly disorganized.

If you need assistance with writing, the **FIT Writing Studio** is available for students in person and online. See http://www.fitnyc.edu/5770.asp

Direct marketing topic investigation (paper and presentation): Students will pick an area of current interest in direct marketing (with the approval of this instructor), and investigate and prepare for presentation during week 13 or week 14.

During these two classes teams will present their topics using PowerPoint (or its equivalent), and respond to comments and questions, by having written and submitted a paper coinciding with their presentations.

Always include a separate cover page.

The assignment is intended to demonstrate the abilities of students and teams to conduct research about a direct marketing project, synthesize the information gathered, evaluate the implications for the practice of direct marketing, and present the findings to a group.

Week 14 will review the presentations and prepare for the final exam.

COVER PAGE FORMAT

COURSE: DM211 - 205

TO: DR. LAFAYETTE

FROM: (YOUR NAME or TEAM NAME)

DATE: (Submission date, NOT the due date)

PROJECT NAME

For example, Assignment description or show actual assignment question:

Example:

Assignment: Explain Direct Marketing

(Briefly explain the assignment.) Discuss and show at least three (3) examples of various direct marketing advertisements from different platforms or media, where you found them, and what makes them effective.

The submitted assignment is shown on the second and or following pages, not on the cover page.

Assignments are submitted into the DROP BOX FOR THAT ASSIGNMENT IN BLACKBOARD.

REFLECTIONS

Sometime soon after each class, please take time and reflect upon what we have covered in the just-completed session.

Please be prepared to respond in class to one or more of the following four questions regarding the previous class:

1.   What was new or thought-provoking in the last lecture?

2.   What was the most important thing you learned?

3.   With what further questions were you left?

4.   What could we do to enrich this lecture?

From time to time reflections may also be requested of students in writing.

TEAM PROJECT

As a member of a team, you and your team will develop a direct marketing program as the major part of a marketing oriented business plan.

Students will invent or choose a product involving any aspect of FASHION (Fashion Institute of Technology), but first obtain this instructor's approval, then investigate and prepare a written document (including a power point type presentation) to be presented during week 13 or week 14. That is, present the topic to the class using PowerPoint (or its equivalent), respond to comments and questions, and write and submit a paper coinciding with the presentation.

Always include a separate cover page.

The assignment is intended to demonstrate the ability of students and their teams to work cohesively, conduct research about a direct marketing project, synthesize the information gathered, evaluate the implications for the practice of direct marketing, and present the findings to a group.

This team/-term project represents an opportunity to demonstrate your understanding of the concepts and techniques of direct marketing and to apply these techniques in a business context. Preliminary assignments and weekly updates with my comments will assist you in completing your project.

Your team will present your team's project to the class at the end of the term using PowerPoint (or its equivalent) and submit a written paper to the instructor.

Additional Project Guidelines will be provided in class and via Blackboard, online.

Teams will be formed early in the term. The number and size of teams will depend upon course enrollment. Typically, teams will consist of three students.

Each team member will receive the same grade for the project paper and presentation. Organize your team early in the course.

Allocate the work equitably, agree upon methods of communication, determine dates for contributions, and honor your commitments to one another.

Each team will establish a team-member assignment stating expectations and norms and provide a copy to the instructor. Under extraordinary circumstances, a student who does not contribute equitably to the team effort may receive a lower grade for the project than the rest of the team.

Team members will evaluate each team member's contribution to the collective effort. I will incorporate all your feedback into my final assessment of each student.

Your evaluation of your team members will account for at least 5% of their overall course grade.

Each group is responsible for its own effectiveness.

The team/-term project should be an in-depth exploration of the subject covering well what is in the textbook, lectures and supplemental or independent readings.

Complete identification of sources using MLA citation format and a full list of sources referenced must be included in the bibliography section of the team's paper.

ELEMENTS OF THE TERM/- TEAM PROJECT

•   The Term /- Team Project will consist of a team presentation, including a Power Point Presentation (PPT) (other presentation forms are acceptable), and a written document (your teams' plan) to support your PPT presentation. The type-written document will contain nine (9) major "chapters"*:

•   The type-written document, all assignments for that matter, must be 1.5 or double -spaced, single side, type size 12, and be one single document.

•   Page layout contains one inch margins all around the document.

•   Use either ARIAL or CALIBRI font for the primary report.

•   Your team is required to deliver weekly updates (these will be graded) in PDF format into the weekly Team/-Term Project drop box in Blackboard.

•   Both the presentation portion of your team/- term project (PPT) and the type written plan are to be delivered into the special final term project drop box in PDF format no later than November 29, by NOON.

•   **NOTE:** You may submit your final report and presentation sooner than November 29 but not before November 24.

•   Late submissions will not be accepted. (The drop box will be electronically closed on November 29, 2015, at 12:01 PM.)

•   On the day of the presentation (December 1 or December 8), each team will be required to bring two (2) extra hard copies of the written plan.

•   You may use a USB pen drive or your Google Drive to access your presentation.

*See next page for detail.

REQUIRED TERM PROJECT CHAPTER HEADINGS

The FINAL Team/-Term Project (Plan) in its written format must include the following outline elements:

Term Project Chapter Headings:

1) Executive Summary

2) Summary Business Plan (With financial implications)

3) Product Explanation: Including Product Development Discussion and   Research Data

4) Multichannel Strategic Plan

5) The Offer

6) Customer Strategies: CRM* and Loyalty Retention

7) Creative Strategy

8) Media Plan: Including a) Media Matrix; b) Detailed Media Budget

9) Demonstration of at least three (3) different direct marketing creative ideas

(Optional) Appendix/ bibliography when applicable

*Customer Relationship Management

NOTE: Items 1 and 2 are the purely business sections. Items 3 through 9 are the marketing / direct marketing portions.

GRADING

WEEKLY UPDATES   10%

TEAM/- TERM PROJECT   20%

EXAMS   20%:   Midterm (10%) and Final (10%)

ATTENDANCE: 10%

HOMEWORK*:   10%

PARTICIPATION**   15%   (My Evaluation)

PEER EVALUATION   5%

QUIZZES: 10%

*Failure to complete homework will have a negative impact on your final grade. Other gradable assignments may be given throughout the semester.

** You will be evaluated continually on any and all class contributions (participation) both during class and during your Workshop Period, etc.

If you are absent you will obviously not be able to contribute or participate.

EVALUATION AND EXPECTATIONS

YOU WILL BE GRADED ON AT LEAST THE FOLLOWING:

•   Comprehensiveness and thoroughness in your questions and answers in class and in writing.

•   Business writing competency.

•   The quality of your project's content. (Did your team think its project through?)

•   Was your project presented in a manner consistent with a DM 2XX level class?

•   Utilization of key information reviewed in class.

•   Your participation as part of a team, as demonstrated during weekly updates and in class.

•   Your teammates' evaluation of your cooperation and participation during the semester.

GRADING DISTRIBUTION BASES

TEAM /- TERM PROJECT

Weekly Updates	10%	
Team/- Term Project	20%	
		30%

EXAMS

Midterm	10%	
Final Exam	10%	
		20%

DIRECT CLASS INVOLVEMENT

Attendance	10%	
Homework	10%	
Class Participation	15%	
Peer Evaluation	5%	
Quizzes	10%	
		50%

TOTAL 100%

DM211 - WORKSHOP IN DIRECT MARKETING

Grading Scale

Grade	Minimum Percent
A	96
A-	90
B+	86
B	83
B-	80
C+	76
C	72
C-	70
D	65
F	< 65

Extra credit toward your final grade may be earned.

How to earn extra credits will be discussed on a case by case basis.

Some required assignments (Team Homework and Team Project) will receive team grades, since they will be part of a team effort.

Failure to complete assignments (individual or team) will be reflected in a lower overall course grade.

In this course students should, on average, perform at a "B minus (B-)" level.

A grade of B- means you are meeting the barest minimum of expectations for this course.

The grade of B- means you study the material and understand it.

B- = 80 - 82.9%,   B = 83 - 86.9%,   B+ = 87 - 89.9%

You expand your understanding by using additional materials beyond the textbook.

You increase your grade from B- by participating constructively in all discussions, enhancing your learning and those of other students.

If your written work is presented on time and is written well, your grade improves even more.

Work that is superior earns an "A-";   "A-"= 90 - 95.9%

Superior work has greater depth and application and is very well presented and very well written.

A grade of "A" means I consider your work outstanding and of a professional caliber.

"A" = 96 -100%

Work that does not meet the basic expectations of an FIT student earns less than a B-.

Please note: while either a C+, C or C- is a passing grade, grades in this category indicate your work is of lower quality than is reasonable for the expected pre-professional level and would not be acceptable in a pre-professional setting.

C- = 70 - 71.9%,   C = 72 - 75.9%,   C+ = 76 - 79.9%

Anything less than C- reflects serious deficiencies in your abilities or study/work habits.

        D = 65 - 69.9%   F = < 65%

D and F grades suggest you ought to consider retaking the course.

POLICIES AND ACCOMMODATIONS

CLASS ADMINISTRATION

• To me, a class start time of 2:10 PM means that you are expected to be in your seats at 2:00 PM.

You must be ready to begin class with all *communication electronics devices* turned off at 2:10 PM.

• "10 minutes early is on time, 5 minutes early is running late, and 'on time' is stressful." http://www.happiness-project.com/happiness_project/2013/05/would-you-rather-be-10-minutes-late-or-10-minutes-early/

• Being late; that is, being "officially late" for class means arriving after 2:20 PM without good cause and your lateness will have serious consequences on your final grade.

• If you are late by more than ten (10) minutes you will be considered to have an un-excused absence.

• Being late three times equals three unexcused absences and can generate an F grade.

Excused Absence or lateness: You will have contacted me in advance of class at least 15 minutes prior to class with a reasonable explanation as to why you will miss class or be late.

Un-excused absence is akin to cutting class, offering no explanation prior to missing class, or being more than 10 minutes late for class without good cause.

Please note: More than three (3) un-excused absences will likely result in a final grade of "F" for the semester, and definitely trigger a sit down meeting with the Department Chairperson, Professor Volpe.

ACADEMIC INTEGRITY

All Work Must Be Your Own

Students must be honest in their academic work. Plagiarism and cheating are unacceptable and, if discovered, will result in automatic failure. There are no circumstances that might be considered extenuating in this regard.

All assignments (including online postings) must represent original work developed by the student(s) for this class. Sources of primary and secondary information referenced must receive appropriate credit, using MLA format. (Other formats may be allowable, see me to discuss).

This includes direct quotations and paraphrased material. Word-for-word quotations should be enclosed within quotation marks or, if extensive, indented.

Should you have any question how standards of academic integrity apply to this course, please contact the instructor for clarification.

Note: Wikipedia is not an acceptable source for an academic research paper, although you may use it to obtain a general overview of the topic.

For a complete statement of FIT's Policy on Academic Integrity see

  https://www.fitnyc.edu/13233.asp

Read the statement carefully: it explains plagiarism and cheating and more.

For assistance on citing sources (MLA preferred) see https://www.fitnyc.edu/7495.asp

ACCOMODATIONS

Fashion Institute of Technology (FIT) is committed to providing access for students in compliance with the Americans with Disabilities Act.

Please notify both me and FIT's coordinator of **"FITability" services** by end of day September 1, 2015 if you require accommodations. You may email me.

FIT Academic Advisement Center (www.fitnyc.edu/13569.asp) @ Room C 402 is there to help with all types of academic questions in order to make your academic experience as smooth and rewarding as possible.

FIT Counseling Center: http://www.fitnyc.edu/3276.asp

Services are free to all students and are private and confidential.

The Counseling Center staff, licensed social workers, psychologists, and consulting psychiatrists, provide short-term counseling and professional referrals for students.

The Counseling Center; Room A212B; Phone: (212) 217-4260

FIT Writing Studio:

"WRITE. COLLABORATE. LEARN."

The Writing Studio can help you with - developing ideas, research strategies, drafting, and even learning strategies for proofreading.

Writing Consultants offer one-to-one feedback on any type of writing, from class assignments to personal and professional writing.

Walk-ins and appointments are welcomed.

If you need assistance with writing, the FIT Writing Studio is available for students in person and online. See http://www.fitnyc.edu/5770.asp

FIT Gladys Marcus Library: www.fitnyc.edu/library; and is physically located on the 4th, 5th, and 6th Floors of the Goodman Resource Center (E Building), 27th Street at Seventh Avenue, New York, NY 10001

CONTACTING THE INSTRUCTOR

Instructor: Dr. Robert J. Lafayette, PhD

Email: Robert_Lafayette@fitnyc.edu

Phone: 212-810-6895

Office hours TUESDAYS - 12:00 PM to 1:00 PM

Desk Location: B429

I check email and the Blackboard class site regularly.

Normally, I will respond to emails within 24 hours during the business week and within 48 hours on weekends & holidays.

Please include "DM211- 205" in the subject line of any email about the course.

You also may arrange to meet with me during office hours, Tuesdays when class is held beginning September 8th until December 15, from noon to 1:00 PM.

Please address me as "Dr. Lafayette" in all correspondence and in class.

ABOUT THE INSTRUCTOR

Robert J. Lafayette, PhD, serves governments, businesses and individuals as a Practicing Anthropologist and Business Developer. His professional background covers the gamut from corporate employee to publisher, to CEO, to business development and education, to personal development, women's rights issues and child abuse, to addiction and recovery, and to aiding individuals in managing and obtaining stress reduction.

From 1972 until 1983, he worked in the corporate environment in areas relating to cost and general accounting, finance, strategic planning, marketing research and sales. He has been associated with both public and private businesses in a wide variety of industries since 1983. He created and published Living Anew magazine focusing on personal development in 1984. In 1997 he was founding CEO of Geneva Capital Corp.

He wrote his PhD dissertation examining influences of family, education, work and religion on individuals within a homogeneous group.

He published several articles, and contributed a chapter about Malta in The Encyclopedia of Urban Cultures (Ember, Melvin. Encyclopedia of Urban Cultures: Cities and Cultures around the World. Danbury, Conn.: Grolier, 2002. Print.)

In his consulting capacity he often conducts due diligence of companies wishing to become public entities and facilitates in the development of feasibility studies.

Living in Malta, an EU member country, from 2001 to 2007, he worked with government and companies, advised men and women, and worked with adults in recovery, as well as counseled parents, educators, students, professionals, and policy makers. He also participated in various informal projects for the US Embassy in Malta.

Dr. Lafayette was also affiliated with the Malta Listing Authority (MLA) from September 2002 to April 2010. The MLA is a subsidiary of the Malta Financial Services Authority (MFSA). The MFSA / MLA is similar in capacity to the United Kingdom Listing Authority (UKLA) and the Securities and Exchange Commission (SEC) of the USA.

He was recruited as a founding member of the five person Malta Listing Committee (MLC) where he participated from 2002 to 2010 in the development and implementation of, and subsequent oversight responsibilities for, regulations for domestic and foreign companies applying for listing with the Malta Financial Services Authority (MFSA)/ Malta listing Authority (MLA).

He also assists organizations in areas such as, but not limited to, business and other human development, investment opportunities, finance, accounting, marketing, management and human resources as well as strategic planning and risk management.

Academically, Dr. Lafayette earned a Doctor of Philosophy (PhD) degree (Anthropology and Education Specializing in Corporate and Industrial Development; Columbia University, 1997), a Master's Degree in Philosophy (M.Phil.; Columbia University, 1995) and a Master's Degree in Education (M.ED.; Teachers College, Columbia University, 1993), a Master's Degree in Business Administration (M.B.A.) specializing in Finance (Fairleigh Dickinson University, 1976), and a Bachelor's in Business Administration Degree (B.B.A.) from the Lubin School of Business at Pace University in 1972 specializing in Economics, as well as an Associate of Arts Degree (A.A.) (Allan Hancock (Jr.) College, Santa Maria, California,1969).

Since 1972, he has been a member of the board of directors of various for profit and not for profit businesses. Dr. Lafayette has been an avid volunteer since 1965, and has been doing so as often as his time permits. He served in the US Air Force from 1965 to 1969 and earned an honorable discharge.

CALENDARS

FALL 2015 SEMESTER CLASS HOUR AND OFFICE HOUR CALENDAR

DIRECT & INTERACTIVE MARKETING COMMUNICATIONS @ FIT

Professor ROBERT LAFAYETTE				Email: ROBERT_LAFAYETTE@fitnyc.edu		
Room **B429**		Phone **212-217-4747**		Semester **FALL 2015**		

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:10a 9:00a						
9:10a 10:00a		**CRN 25537 DM211-203**				
10:10a 11:00a		9:10AM- 12:00PM				
11:10a 12:00a		ROOM A312				
12:10p 1:00p		OFFICE HOUR 12:00PM-1:00PM				
1:00p 2:00p		*Common Hour*		*Common Hour*		
2:10p 3:00p		**CRN: 28256 DM211-205**				
3:10p 4:00p		2:10PM- 5:00PM				
4:10p 5:00p		ROOM A337				
5:10p 6:00p						
6:10p 6:25p						
6:25p 8:00p						
8:00p 8:20p						
9:00p 9:20p / 10:00p						

5/19/2015 2:18:14 PM

REGISTRAR'S OFFICE
FALL 2015 SEMESTER CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8/24 Convocation	8/25	8/26	8/27	8/28	8/29	8/30
8/31 First day of fall classes	9/1 **1st Class**	9/2	9/3	9/4	9/5	9/6
9/7 Labor Day No classes	9/8 **2nd Class**	9/9	9/10	9/11	9/12	9/13
9/14 Rosh Hashanah No Classes	9/15 Rosh Hashanah No Classes	9/16	9/17	9/18	9/19	9/20
9/21	9/22 **NOTE 3rd Class**	9/23 Yom Kippur No Classes	9/24	9/25	9/26	9/27
9/28	9/29 **4th Class**	9/30	10/1	10/2	10/3	10/4
10/5	10/6 **5th Class**	10/7	10/8	10/9	10/10	10/11
10/12	10/13 **6th Class**	10/14	10/15	10/16	10/17	10/18
10/19	10/20 **7th Class**	10/21	10/22	10/23	10/24	10/25
10/26	10/27 **8th Class**	10/28	10/29	10/30	10/31	11/1
11/2	11/3 **9th Class**	11/4	11/5	11/6	11/7	11/8
11/9	11/10 **10th Class**	11/11	11/12	11/13	11/14	11/15
11/16	11/17 **11th Class**	11/18	11/19	11/20	11/21	11/22
11/23	11/24 **12th Class**	11/25	11/26 Thanksgiving College Closed- No Classes	11/27 College Closed- No Classes	11/28 College Closed- No Classes	11/29 College Closed- No Classes
11/30	12/1 **13th Class**	12/2	12/3	12/4	12/5	12/6
12/7	12/8 **14th Class**	12/9	12/10	12/11	12/12	12/13
12/14	12/15 **FINAL DAY** OF Classes	12/16 Last Wednesday Day and Evening Classes	12/17 Last Thursday Day and Evening Classes	12/18 Last Friday Day and Evening Classes	12/19 Last Saturday Day and Evening Classes	12/20 Last Sunday Day and Evening Classes
12/21 Last Monday Day and Evening Classes	12/22 *Last Tuesday Evening Classes	12/23	12/24 Christmas Eve College Closed	12/25 Christmas Day College Closed	12/26	12/27
12/28	12/29	12/30	12/31 New Year's Eve	1/1 New Year's Day	1/2	1/3

		UNIT OF STUDY	MINIMUM PREP/ STUDY ASSIGNMENT
1 09/01		**Course Overview**; class requirements Introduction to D&IM Workshop Discuss Team /- Term Project Developing a Direct & IM Campaign	Show up! Showing up is 80% of success; Showing up *on time (means 10 minutes early)* *Appendix PPs 425- 431* **How projects are completed** Read text and articles ahead whenever you can
2 09/08		Introduction to Direct and Interactive Marketing Reintroduce Team /- Term Project; Establish teams ; The process of team work and weekly updates for teams; And more *Be prepared to discuss cases and homework in class.*	**Chapter 1 *and* Chapter 10; Read ahead Chapters 2 thru …** **INDIVIDUAL HOMEWORK DUE:** Show and discuss at least 3 examples of various Direct or Interactive Marketing **advertisements**. Also discuss: Where you found the ads; a n d , What makes the ads effective? Show examples of each, ***Be prepared to discuss cases and homework in class.***
3 09/22		**Team Project Plans;** **"Library Seminar on Research";** **"Writing Studio Seminar"**	**Meet in E 601 Seminar: "Library Classroom"** **WRITING STUDIO WORKSHOP**
4 09/29		Review Chapters 1 and 10, and Library and Writing Studio, … Databases and Lists; Go over some proposals; Learn about presentations	**Chapters 2 and 3; Read ahead Chapters 2 thru …** **T E A M HOMEWORK DUE** Proposal for Direct Marketing project. Describe your company, the product, the target market. E x p l a i n s o m e e x a m p l e s o f competition for your product or company. Weekly Updates begin next week (**due weekly hereafter)**
5 10/06		Testing, Measuring and Analyzing, Introduce Matrix; Planning and Creating a Value Proposition	**Weekly Update 1; Chapters 4, 5** Research matrix's *Be prepared to discuss cases in class.*
6 10/13		Planning and Creating Message Strategies Designing and Employing Print	**Weekly update (WU) 2; Chapters 6, 7** *Be prepared to discuss cases in class.*
7 10/20		Utilizing TV, Radio and Digital Video, *REVIEW FOR MIDTERM IF TIME PERMITS*	**WU 3 Chapter 8** **review for mid-term exam**
8 10/27		**MID TERM EXAM**	**WU 4 Take Midterm exam *in class: Chapters 1-8 & 10*** **INDIVIDUAL HOMEWORK DUE AFTER MID TERM**
9 11/03		Review Mid term Using Mobile, Text, & Telephone for DM Review Ads Team Project updates …	**WU 5 Review Midterm Exam; Chapter 9** **INDIVIDUAL HOMEWORK to be discussed and shared** **Answer:** *What Elements make up a Classical D & IM ad*? **Also: Prepare One (1)** *Classic* **Direct Marketing** *Print, TV, Radio or Digital or Video Advertisement*.
10 11/10		Fulfilling the Offer and Serving the Customer Ethical and legal issues **Workshop**	**WU 6 Chapters 11, 12** Team Plans should be in compiled stages by now … *Be prepared to discuss cases in class.*
11 11/17		Global DM strategies **Workshop**	**WU 7 Chapters 13** *Be prepared to discuss cases in class.*
12 11/24		**Be prepared to discuss:** Domino's Pizza, Peninsula SPCA; **Presentations: How to …**	**WU 8 PPs 391- 432,** Careers in DM *Appendix PPs 425- 431 How projects are completed* *Be prepared to discuss cases in class.*
13 12/01		Team PRESENTATIONS begin	Show Up! Team /- Term Presentation Day
14 12/08		Team/- Term Project Presentations continued; Review presentations, Careers; Review for final	Show Up! Team /- Term Presentation Review Day, and more.
15 12/15		**IN- CLASS FINAL EXAM**	Remember the Five P's

STATEMENT

WORKSHOP IN DIRECT MARKETING

I _____ (please print your name) have read the complete syllabus and understand the terms of the syllabus and requirements for this course --- DM211- Section 205.

_____DATE_____

(Your Signature and Date)