



**Illinois Institute of Technology Stuart School of Business
Course Syllabus Fall 2023**

Instructor Information

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Course Information

Course : Sports Economics - ECON 383

Course Description: The purpose of this course is to introduce students to the economics of sports, which includes budgeting and financing for professional teams, leagues, and sports stadiums and venues. The course will provide students with a basic understanding of the concepts and skills needed to evaluate the different economic intricacies of operating a sports business, along with special related topics such as esports, social media, and diversity, equity, and inclusion, and how they impact the current sports market.

Emphasizing current sports-related articles and case studies, students will develop an understanding of the intricacies and nuances of the sports business industry, its underlying economics, and why it is in some ways different than other markets. Students will combine and apply their skills and knowledge in both the midterm and final projects. Guest speakers will be brought into class to provide real-world experiences and contexts, and to offer advice for those looking to break into the sports industry.

Course day and time: Monday & Wednesday 10 – 11:15 am

Location: Alumni Memorial Hall Room

Professor Bio: Professor McQuality is the Head Cross Country / Track & Field Coach here at Illinois Tech. He has been at IIT since 2018 and the Head Coach since 2019. He holds bachelor's degrees in Sport Management and Business Management from North Central College in Naperville, IL, and a master's degree from Northwestern University in Sports Administration.



Course Goals: Upon completion of this course, students should be able to:

1. Start broad - what is the relationship between business and sports?
2. Application and integration of technology, finance, and economics into sport.
3. Hands on application of entrepreneurship with final group project - creating a tech startup.
4. Cover social and emerging sports topics such as DEI and esports.

Assurance of Learning Goals

The goal (purpose) of this evaluation is that students will demonstrate knowledge of business theories and their application in practice in the sports industry.

- Comparing & contrasting American and European sports leagues *and* franchises
- Implementing business and technology solutions to sport industry obstacles
- Hypothesizing new DEI initiatives in the world of sports
- Programming a new sports technology company

Social Science Learning Goals

Upon successful completion of this course:

1. Students will demonstrate an understanding of the scientific study of individual and group behavior.
2. Students will demonstrate an understanding of fundamental concepts, theory or methods from economics.
3. Students will demonstrate critical thinking about human behavior and society to offer meaningful explanations of social and individual behavior.
4. Students will be able to frame social science problems broadly in a way that is accessible to the general population.

Required Course Materials

1. Sports Finance and Management (ISBN 10 – 1138341819)

The texts is available from online booksellers like Amazon. Amazon offers an online edition. *You may not use earlier editions.*

Additional readings (case studies and articles) will be available on Blackboard under the “Content” tab. The instructor will provide handouts from time to time online or in class.



Course and Instructor Policies

Students are expected to read all assigned materials before class and come to class prepared to discuss their contents. Regular attendance is expected. There are four basic requirements: three homework assignments, a group budget case analysis, a group financial condition analysis and meaningful participation.

Regular class attendance is expected. Please notify the instructor if you cannot attend a class.

The instructor reserves the right to alter the course schedule and/or content as warranted.

Attendance & participation: At 10% of the final grade, students are expected to attend the class prepared and engage in class discussions and ask questions.

Article responses: Throughout the semester, students will complete 4 responses to a sports business-related news article that will be 1 page single spaced in length. They will be graded on the quality of the analysis of the article and relation back to course content. One or more of the students' responses in this component will be used to assess Social Science Learning Objectives.

Case studies: Students will have the responsibility of completing 4 responses to a sports related case study that will be 2 pages single spaced in length. They will be graded on the quality of the analysis of the case study and relation back to course content. One or more of the students' responses in this component will be used to assess Social Science Learning Objectives.

Discussion Board posts: There will be 10 weeks that students will engage in discussions using *Packback* discussion boards platform. The discussions will be surrounding that week's course content, student's articles, or the case studies. The *Packback* platform will ensure high quality writing and engaging discussions between students.

Midterm individual paper & presentation: Students will find a sports technology company and complete a 4–5-page paper on an overview of the companies' financials, complete a SWOT analysis, and then present their findings to the class. **More detailed information will be in the rubric.**

Final group paper & presentation: While not as in depth as a capstone project, this final group paper is meant to be a smaller version of a capstone project, or IPRO lab. Combining the aspects of business, sports, and technology, teams of 3-4 students will create a startup that includes multiple facets: a mission statement and company overview, marketing plan, financial analysis with expected revenues and expenses, a 25-person hiring strategy, and a 5-year growth forecast. Groups will be formed during week 9 and will have a limited amount of time in class to meet and work together but most of the group project will be worked on as a group or individually outside of class time. **More detailed information will be in the rubric.**

Incompletes, late assignments, and extra work

- I will only grant incompletes to students who have bona fide emergencies or crises and who make requests prior to the end of the course.
- Late assignments will be penalized unless the student has a bona fide emergency or crisis causing the delay in completing work (i.e., illness, family death).
- Individual students are not allowed to redo assignments or to do extra work (i.e., an additional paper) to improve their grade in the course

Grading System/Policy

Attendance & Participation	100 points / 10%
Article responses	100 points / 10%
Case Study responses	200 points / 20%
Discussions	100 points / 10%
Mid-term presentation	200 points / 20%
Final paper & presentation	300 points / 30%
Total	1000 points / 100%

Assignment Requirements and Style Guide

- Written assignments should be completed on or before the due date.
- All class assignments must be handed in to the instructor on the due date in hard copy in class unless otherwise specified. Do not email them to the instructor. They will not be accepted.
- Please keep a copy of any material you submit.
- You cannot submit a paper that has been used in another class. This is plagiarism and is not allowed under university guidelines. If you do so, you will receive zero points on that assignment.
- **Identical Answers or Papers for Individual Assignments:** If two or more students turn in individual assignments (papers or answers to homework questions) that are identical, all students involved will receive zero points for that assignment. For these assignments, you are being evaluated on how well you are individually able to evaluate the material.

Assignment Format

- Include the student's or group members' names, the date, class name and title of assignment.
- Papers should be carefully written, stapled, neatly typed, use twelve-point font, be

double- spaced and should have a fully professional appearance.

- Please do not “justify” the right margin. Margins should be no less than 1.25 inches.
- Please use an additional piece of paper with your name, the paper title, and the course designation as a cover sheet for assignments.
- Please include page numbers.
- Utilize appropriate grammar.
- Write in complete sentences and paragraphs (yes or no answers, bullet points or fragmentary answers will not be accepted).

Tables, charts or graphs must include a heading and be sourced.

- If you are pasting Excel tables, charts, or graphs into a Word document, please use the Paste Special, Picture (Enhanced Metafile) command to paste the document
- Be sure that Word tables or charts are on one page.

Assignment Content

- Provide *adequate detail* to completely answer questions or provide explanations. It’s always a good idea to use examples to help explain your argument.
- Your assignments must demonstrate a clear understanding of the sports industry concepts being discussed.
- You must discuss the reasons **why** you are making the decisions or choices indicated in your papers.
- Utilize APA citations in the text where appropriate (i.e., identify the page number of the documents or financial reports or other document where you found information)
- You will be graded on style as well as content. Failure to comply with these style requirements will result in a loss of points toward the final grade.

SPECIAL ADDITIONAL REQUIREMENT FOR CERTAIN ASSIGNMENTS

There is a special requirement regarding certain assignments. In addition to handing them in to the instructor in class in hard copy, you must also submit them on Blackboard.

- ***EACH STUDENT*** must individually upload the following assignments to Blackboard to the relevant folder in the **Assignments tab** on Blackboard for purposes of learning assessment by the university – compliance is required.
 1. All article responses
 2. All case study responses
- If you do not fulfill this requirement, you cannot receive a passing grade in the course.
- All of these must be uploaded no later than **TBD**



IIT WRITING CENTER

The IIT Writing Center provides one-to-one help with assignments. See their website at: http://www.iit.edu/cac/student_resources/general/iit_writing_center.shtml.

One-on-one instruction focuses on the specific needs of the individual student. Typically, a student takes a project or paper assignment to the Writing Center, where a tutor assists with the writing process by:

- Helping to interpret the goals and requirements of the assignment
- Guiding the processes of information gathering, analyzing, evaluating, synthesizing, organizing, and documenting
- Helping to address "local" issues such as grammar, punctuation, spelling, conventions of typing, etc.

The Center generally opens for the second week of each Spring and Fall semester; it closes sometime during Finals Week.

Location: Siegel Hall, Rooms 232-233 on the Main Campus

Appointments: Students may use the sign-up sheets on the doors of Rooms 232 and 233 to reserve a specific time. When possible, the Center also accepts students on a walk-in basis without an appointment.

DISABILITIES

Reasonable accommodations will be made for students with documented disabilities. In order to receive accommodations, students must obtain a letter of accommodation from the Center for Disability Resources. The Center for Disability Resources (CDR) is located in 3424 S. State St., room 1C3-2 (on the first floor), telephone [312.567.5744](tel:3125675744) or disabilities@iit.edu.

DIVERSITY, EQUITY, AND INCLUSION

Illinois Institute of Technology promotes diversity, equity, and inclusion (DEI) inside and outside of the classroom. The instructors will educate themselves about the DEI of their fields and utilize the DEI resources at Illinois Tech to make a good-faith effort to include DEI topics in the course. The instructor will make sure that class materials and lectures are free from unfair and unsupported prejudice against diversity, inclusion and equity. Both the instructor and students will use inclusive language in both online and in-person settings. The instructor will work with students to enhance the DEI culture in the classroom. We note that DEI conversations can at times create uncomfortable situations, but together we can handle those and emerge stronger.

- For DEI resources for faculty, contact Hilary Hudson Hosek, AVP, Head of Human Resources at (312) 567-3318 hr@iit.edu
- For DEI resources for students, contact Katherine Stetz, Vice Provost, Student Affairs and Dean of Students at (312) 567-3081 dos@iit.edu
- Students, Faculty and Staff can also use the incident form to report: iit.edu/incidentreport

CLASS CALENDAR & ASSIGNMENTS

Week 1: The intersection of business and sports and why it is important

Learning Objectives:

- Understand the different nuances and intricacies of sports business

Lecture (2.5 hours)

Topics

- Introduction to Class
- Why is sports business different?

Readings (1 hour):

- Sports Finance and Management – Chapter 1 “Redefining the Sport Business Industry”

Homework:

- Discussion Board #1

Week 2: America vs. Europe

Learning Objectives:

- Understand the different structures of sports leagues in America and Europe

Lecture (2.5 hours)

Topics:

- American sports leagues and how they operate
- European sports leagues and how they operate

Readings (1 hour):

- Sports Finance and Management – Chapter 8 “What are Teams Worth? Team Valuation”

Homework (2 hours)

- Discussion Board #2
- Article Response #1

Week 3: The economics of sports teams

Learning Objectives:

- Comprehend best practice standards for operating budgets

Lecture (2.5 hours)

Topics:

- Revenues and expenses for sports teams
 - Financial accounting of sports teams
- Brief introduction to sports stadiums

Readings (2 hours):

- Sports Finance and Management – Chapter 3 & 11
“Financial Statements, Revenues, Costs”, “Capital Budgeting and Team Investments”

Homework Assignment (3 hours)

- Case Study #1 - “Ticket strategy and pricing for Bolton Wanderers Football Club” (Deloitte)
This assignment will be used to assess Social Science LO #2 and #4.

Week 4: The economics of sports leagues

Learning Objectives:

- Evaluate how sports leagues generate and distribute revenue

Lecture (2.5 hours)

Topics:

- Revenues and expenses for sports leagues
 - NFL, NBA, MLB financial accounting and documents

Readings (1 hour):

- Sports Finance and Management – Chapter 12 “League/Conference Policies and Taxes”

Homework Assignment (1 hour)

- Discussion Board #3 This assignment will be used to assess Social Science LO #2 and #4.

Week 5: Media & Entertainment + Technology in sports – Virtual Reality

Learning Objectives:

- Discuss media and entertainment trends in the 21st century
- Have a comprehensive understanding of virtual reality

Lecture (2.5 hours)

Topics:

- Types of media and entertainment
- Virtual reality and how it is used in sports stadiums
- Virtual reality startups

Readings (2 hour):

- Sports Finance and Management – Chapter 7 “Media, Entertainment, and Sport Management”
- “Augmented and virtual reality: The promise and peril of immersive technologies” – McKinsey & Company (2017) (Posted on Blackboard)

Homework:

- Discussion Board #4
- Article response #2

Week 6: Media & Entertainment + Technology in sports – Augmented Reality

Learning Objective:

- Discuss media and entertainment trends in the 21st century
- Have a comprehensive understanding of augmented reality

Lecture (2.5 hours)

Topics:

- Media contracts
- Augmented Reality startups

Readings (1/2 hour) (all posted on Blackboard):

- “Augmented Reality at Chicago’s United Center Powers the 5G Connected Fan Experience”
- “Augmented Reality in Sport: Significant Room for Growth for AR in the Sports Field” (Yahoo Finance)
- “Augmented reality project brings Olympics birthplace to life” (AP News)

Homework (5 hours):

- *Midterm paper draft due*
- Discussion board #5

Week 7: Sports tech startups

Learning Objective:

- Putting the first six weeks together with finance and technology of sports business
- Learning how to conduct an analysis

Lecture (2.5 hours)

Topics:

- The different types of sport tech startups
- What does it take? Where are the gaps in the market?
- New sports technologies

Readings/Homework (2 hours):

- Case Study #2 (Strava)

Week 8: Individual midterm presentations

Learning Objective:

- Listen attentively and take notes! Attendance to class is still *mandatory*! Your participation grade for the week will be your turned in notes for each presentation.

Week 9: Sports stadiums

Learning Objective:

- Understanding why this is important and impacts you!

Lecture (2.5 hours)

Topics:

- Taxpayer funded vs. privately funded sports stadiums
- Technology in sports stadiums

Readings (2 hours)

- Sports Finance and Management – Chapter 5 “Financing Sport Venues” & Chapter 6 “Teams, Venues, and Real Estate Development

Homework (1 hour)

- Discussion Board #6

Week 10: Social media impact on business and sports

Learning Objective:

- Understanding the fundamental principles of social media strategy and its impact on fan engagement

Lectures 2.5 hours)

- Origins of sports social media
- Future of sports social media

Readings/Homework (2 hours):

- “The Growing Impact of Social Media On Today's Sports Culture” (Forbes)
- “The Next Evolution of Social Media for Sports” (Medium)
- “Sponsoring sports in today's digital age – A Use Case from the 2019 FIFA Women’s World Cup” (Deloitte)

Homework (1/2 hour):

- Discussion board #7

Week 11: Sports marketing & sales

Learning Objective:

- Utilizing marketing principles in the sports industry

Lecture (1.5 hours)

Topic:

- Sports marketing nuances
- Sports sales strategies

Readings (2 hours):

- Sports Finance and Management – Chapter 9 “Demand and the Sport Business: Customers’ Changing Expectations” & Chapter 10 “Pricing Strategies”

Homework: (2 hours)

- Discussion Board #8
- Article response #3

Week 12: Sports analytics

Learning Objective:

- Understanding how to utilize technology to analyze players, teams, performance, etc.

Lecture (1 hour)

- Analytics and their applications

Guest speaker (1 hour):

- TBD (Alex Kerr – CEO @ Trajektory)

Homework: (5 hours)

- *Final group paper draft due* This assignment will be used to assess Social Science LO #1 --#4.
- Discussion board #9

Week 13: Esports: the future of sports business

Learning Objective:

- Differentiate between traditional sports and esports

Lecture (1 hour):

- History of esports and the future
- Esports marketing, finance, and sponsorships

Guest speaker (1 hour):

- TBD (Kurt Melcher – Executive Director for Esports & Gaming @ Intersport)

Readings (1/2 hour):

- “Esports and the next frontier of brand sponsorships” (McKinsey & Company)
- “The Netflix of Gaming? Why subscription video-game services face an uphill battle” (McKinsey & Company)

Homework (3 hours):

- Discussion Board #10
Article Response #4 This assignment will be used to assess Social Science LO #3.

Week 14: Diversity, Equity, and Inclusion in sports business

Learning Objective:

- To realize the importance of DEI initiatives in sports
- Comprehend different sports legal issues as they relate to DEI

Guest speaker (1 hour):

- TBD (Tanisha Wade – Vice President @ Chicago Bears for Diversity, Equity, & Inclusion)

Reading/Homework (Case Study) (2 hours):

- “Nike's Stand for Social Justice: Beyond Brand Building?”

Week 15: Final project presentations and paper are due

Learning Objective:

- Listen attentively and take notes! Attendance to class is still **mandatory!** Your participation grade for the week will be your turned in notes for each presentation.

COVID-19 PRECAUTIONS AND FACE COVERINGS IN CLASS

Illinois Tech students are required to wear face masks at all times and maintain social distancing (6 feet between individuals) in traditional classrooms, instructional laboratories, and similar settings. In general, individuals should spend as little time as practicable in closer proximity when doing so is necessary to achieve learning objectives. Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and are expected to stay at home.

Instructors have the right to ask those who are not complying with these requirements to leave class in the interest of everyone's health and safety. In the event that a student refuses to comply with instructor directions regarding face masks and/or social distancing, the instructor has the right to ask the student to leave. A student who refuses to comply with these requirements will be referred to the Office of the Dean of Students for possible disciplinary action under the Student Code of Conduct.

Additionally, as a reminder, following other simple practices such as frequent and thorough hand washing, wiping down desks and seats with disinfectant wipes when possible, not sharing personal items such as pens and cell phones, and avoiding crowded hallways and other enclosed spaces will promote good health in and out of the classroom.

Visit iit.edu/COVID-19 for details on Illinois Tech's response to coronavirus (COVID-19). For information from government authorities, please see the Centers for Disease Control and Prevention website at cdc.gov.

ACADEMIC INTEGRITY

Plagiarism, cheating and other violations of academic integrity are strictly prohibited and subject to penalty as defined by the University. Information about the IIT academic requirements for graduate students can be found at: http://www.iit.edu/graduate_admission/admitted_students/orientation/pdfs/Graduate_Student_Handbook.pdf

The academic integrity material in the handbook is found at page 31 in the IIT student handbook. Other parts of the handbook also contain material and rules that apply to graduate students. Students will be expected to conform to the rules and procedures set forth in the handbook.

Cheating: Cheating on exams will not be tolerated in this course. Any student caught cheating will receive a failing grade on the test or paper. There will be no exceptions or opportunities for re-doing failed tests in question. There will be no opportunities for extra credit assignments. During examinations, the following are not allowed under any circumstances:

- Talking, whispering or mouthing words to other students;
- Use of sign language;
- Copying answers from the exams of other students;
- The use of telephones or tape recorders any other electronic device;
- The use of notes written on paper or any other media; and/or
- Paper or electronic dictionaries

During examinations, all books, papers, coats, telephones, electronic devices must be placed in the front or side of the classroom out of sight of the test taker.

Plagiarism: The code of conduct governing writing by students at IIT requires original writing, prohibits plagiarism and provides severe sanctions for plagiarism. Original writing consists of thinking through ideas and expressing them in your



own way. If the ideas are from other sources, use footnotes or other citation methods to indicate the source of the ideas. Plagiarism is the act of passing off someone else’s work or ideas as your own. The sanctions include, but are not limited to, expulsion and the imposition of a punitive grade of ‘E’.

Information about the IIT academic requirements for graduate students can be found at: http://www.iit.edu/graduate_admission/admitted_students/orientation/pdfs/Graduate_Student_Handbook.pdf. The academic integrity material in the handbook is found at page 31 in the IIT student handbook. Other parts of the handbook also contain material and rules that apply to graduate students. Students will be expected to conform to the rules and procedures set forth in the handbook.

What is Plagiarism? Often there is some confusion as to what constitutes plagiarism. Plagiarism is the act of passing off someone else’s work as your own. To assist in providing an understanding of the types of writing that constitute plagiarism, three types of are each discussed below. Also discussed below is the problem of “string citations.” String citations are not plagiarism, but many professors will reject string citations because they are not the student’s original work.

Word for Word copying: The use of any phrase or excerpt from another source requires the use of quotation marks around the copied material, or if the material is more than a few lines, the copied material should be placed in its own indented paragraph. A citation in proper form is always required to identify the source.

Plagiarizing by Paraphrase: When a writer uses a source, substitutes words and sentences, or even changes the order but keeps the meaning of the original, a citation is required. In the example given below, the original is on the left. The paraphrase in the right box constitutes plagiarism.

<p><u>Original:</u> It is not generally recognized that at the same time when women are making their way into every corner of our work-world, only one percent of the professional engineers in the nation are female. A generation ago, this statistic would have raised no eyebrows, but today, it is hard to believe.</p>	<p><u>Paraphrase:</u> Few people realize now that women are finding jobs in all fields, that a tiny percentage of the country’s engineers are female. Years ago this would have surprised no one, but now it seems incredible.</p>
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The writer could avoid plagiarism here by acknowledging the source and providing a proper citation.

Mosaic Plagiarism: Here the writer lifts phrases and terms from the source and embeds them in his own prose. An example follows in which the lifted phrases are underlined:

The pressure is on to get more women into engineering. The engineering schools and major corporations have opened wide their gates and are recruiting women zealously.

Practically all women engineering graduates can find attractive jobs. Nevertheless, at the moment, only one percent of the professional engineers in the country are female.

Mosaic plagiarism is sometimes caused by careless note taking. However, it looks dishonest and is judged as such. The use of quotation marks around the original wording and citation avoid the problem of plagiarism. Often a better approach is to use paraphrase or to quote directly (with appropriate citations).

Plagiarism can be avoided by providing citations for the sources of any material, including *ideas, phrases, or sentences*

that you have used in your paper. A number of different systems are available for providing citations. The key to all of them is that the writer must clearly identify for the reader the sources of all material (including ideas) that have come from somewhere else.

String Quotation Problem: Sometimes a student will write a paper consisting of a string of quotations. It is usually much better for a student to provide his or her own analysis and write the paper in his or her own words. Many professors will reject a paper consisting primarily of material quoted from other sources because they do not view such a paper as the student's own work. You should understand your professor's view with respect to string quotations prior to writing a paper.

THE STUART SCHOOL OF BUSINESS STUDENT ETIQUETTE CODE

Students are expected to respect the following **Code of Student Etiquette** at all times:

No electronics. You may not use **laptops, mobile phones, tablets**, or related devices in class unless permitted to do so by the instructor. It is distracting to your classmates to sit beside or behind you while you email, text, or browse social media.

Punctuality and Behavior. Class will start on time. It is distracting to your classmates for you to be climbing to your seat and settling in while they are trying to pay attention to the lecture. Leaving then returning during class is disruptive and should occur only in emergencies. For class sessions longer than

1.5 hours, the instructor may allow a short bathroom/snack break in the middle.

Beverages and Snacks. You are welcome to bring something to eat or drink to class.

Attendance and Class Participation. Attendance, preparation, and participation are expected and represent an essential component of the learning experience. Class participation is evaluated based on the *quality of participation*, not its "quantity." You should be prepared to provide insights, observations, inferences, or conclusions that not only express your viewpoint, but also defend your analysis. Your comments should be relevant to the topic at hand, and should advance the discussion. A simple opinion or viewpoint is not very valuable without any justification. Valuable comments respond to, elaborate on, lend support to, contradict, or correct a comment by one of your classmates. Counter-productive comments include opinions without a justifying argument, pure repetition of previous points, class interruptions that do not advance the discussion, and rambling, vacuous or disparaging comments.

Academic Integrity. All students are expected to act with utmost civility and personal integrity; to respect other students' dignity, rights and property; and to help create and maintain an environment in which all students can succeed through the fruits of their own efforts. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using sources without citation, having another student take your exam, tampering with the work of another student, and facilitating other students' acts of academic dishonesty. Sanctions for breaches in academic integrity range from a fail grade in an assignment or test to a fail grade in the course, as well as severe disciplinary sanctions up to and including suspension or expulsion.

When interacting with fellow students in online discussions and in other web-enabled activities, students are further expected to respect the following **Online Code of Conduct** at all times:

- Do not dominate any discussion. Allow others the opportunity to join in the discussion.
- Do not use offensive language. Present your ideas appropriately.
- Be cautious in using Internet language. Do not capitalize all letters or rely heavily on acronyms.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express your opinion. Respect minority opinions.
- Reread your posting and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.
- Do not use sarcasm as a form of humor – it can easily be misinterpreted.