



University of Minnesota-Duluth
May Term 2009

Course: Mktg 4795 Special Topics: Marketing Ethics
11:00-1:55 M-F

Prerequisites: Mktg3701 or Mgts3701, LSBE candidate or college consent.

Professor: Dr. Stephen B. Castleberry
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E-MAIL: scastleb@d.umn.edu (This is the best way to reach me)
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Office Hours: 2:30-3:30 M-Th (no office hours on Friday)

Course Catalog Description: Enables students, working closely with the instructional faculty, to explore one or more contemporary marketing issues in substantial depth.

Course Textbook: None. Course is web and activity based.

<u>Grade Determination:</u>	Personal Mission Statement	15%
	Experiential Activity	35%
	Course Participation	50%

Values: This is not a values-neutral course. This course is designed to encourage the following character traits: obeying the laws, honesty, integrity, justice, socially responsible behavior that is sustainable.

REVISED: May 19

Note: When it says “**Activity Due**”, see Moodle for details as well as deadlines.

Date	Topic
M 5/18	Introduction, Ethical Theory Is marketing good, bad, or both? Is marketing responsible for over-consumption?
T 5/19	Targeting issues Is it okay to target minorities? Is it okay to target children? Is it okay to target the mentally disabled?
W 5/20	Product Issues Is it okay to market products that many people object to? (Activity due) The Guide In-class Exercise When is the use of branding unethical?
T 5/21	Product Issues Do we exploit workers in third-world countries? Are we responsible to help buyers understand our products/services? Selling a House In-Class Exercise Social Responsibility: What ethical responsibilities do sellers and buyers have? Prison visit questions due at 8 am on Moodle
F 5/22	Pricing Issues What is a fair price? What is ethical when negotiating on price? Do retailers mislead in pricing when they have specials and sales? (Activity Due) Is pricing a win-lose or win-win deal? Can buyers determine what a fair price should be? Is greed necessary to be successful as a marketer?
T 5/26	Personal Mission Statement Due at the beginning of class Promotion Issues (Killing Us Softly DVD60) Do marketers oversell beauty and hope for attractiveness? Are marketers guilty of using sexual themes too much? (Activity Due) When does puffery becomes excessive? Should we build customer trust?
W 5/27	Prison Visit

TH 5/28	<p>Promotion Issues</p> <p>When is a gift a bribe?</p> <p>Must we separate editorial content from advertising in print media?</p> <p>Cross-marketing and infomercials: deception or creative marketing?</p> <p>What are the Federal Sentencing Guidelines?</p> <p>Prepare answers to the case (Pharmaceutical Sales Representatives and Physician Interactions) and turn them in on Moodle.</p>
F 5/29	<p>Distribution Issues</p> <p>Can giant retailers (Wal Mart) be ethical?</p> <p>What are retailers obligations to service depressed areas?</p> <p>Is stocklifting by companies ethical?</p> <p>Using Power and Exploitation</p> <p>Milgram (DVD 336)</p>
M 6/1	<p>Promotion Issues</p> <p>Is there deception in advertising? (Activity Due)</p> <p>When do public relations campaigns become unethical?</p> <p>How do marketers attempt to circumvent the law while advertising?</p>
T 6/2	<p>Privacy Issues</p> <p>Privacy: when do marketing tools cross the line?</p> <p>Whistleblowing</p> <p>When and how do I blow the whistle on unethical conduct?</p> <p>Prepare answers to the case Mercy Medical Center Case and turn them in on Moodle .</p>
W 6/3	<p>Sustainability</p> <p>Do marketers oversell “green” in their products? (Activity Due)</p>
T 6/4	<p>Can Advertising and Promotion Kill People? Deadly Persuasion (DVD320)</p> <p>Are political ads good marketing?</p> <p>Course Summary</p>
F 6/5	<p>Final Exam (Experiential Activity is Due)</p>

Course Participation

Purpose. Perhaps the most important aspect of this class, and its most effective learning tool, will be the exchange of information and points of view. While I will encourage you to think critically and listen to the ideas of others, I will not make you value other's opinions and ideas.

Politically correct. What about being politically correct? This class will be boring and fall far short of the stated goals if students are afraid to express their real beliefs, whatever those beliefs may be. Such behavior (i.e., not expressing real beliefs) negatively impacts: (1) class discussion, (2) those who will never benefit from knowing your real beliefs, and (3) yourself for not standing up for your real beliefs in public. People often improve their thinking by verbally stating their beliefs and sometimes amending them after the fact. Regardless where you stand on various issues, this course should help you understand why you believe what you believe and how to defend your position relative to those with opposite beliefs. If you have strong political viewpoints, this class is a great opportunity to express and explore them as the professor and other students will likely challenge them in a civil manner. (This paragraph adapted from a syllabus by Dennis Collins)

Missed class or part of a class. If you have to miss class, or some portion of the class, for any reason you must do the following (This is due no later than 72 hours after the missed class session, but all are due absolutely no later than 5:00 pm on June 4):

1. Turn in very complete and detailed answers to the questions at the end of any assigned case(s), exercises, and/or readings as well as any assignments.
2. Turn in a brief summary (3-4 paragraphs) on every assigned reading.
3. Make yourself available to discuss the case(s), reading materials, and assignments intelligently in a session with Dr. Castleberry.

Basis of grading. "Course Participation" does not mean attempting to be the center of attention. I will grade you on the following aspects of participation:

- active listening (including appropriate nonverbal communication)
- treating other students with respect and courtesy
- indicating your desire to participate by raising your hand
- providing depth and completeness in your responses when called upon
- correctly relating material from the slides and web links provided on course website
- thoughtfully completing out-of-class assignments and turning in on time
- demonstrating preparedness by doing well on any pop quizzes
- being able to restrain yourself from blurting out your thoughts when not called upon
- bringing in ideas from other sources (e.g., other courses, work experience, business press)
- being on time to class
- attendance at class sessions
- being an active participant in group and class exercises
- avoiding engaging in non-class related activities during class (for rules with regard to cell phones and laptops see my policies (<http://www.d.umn.edu/~scastleb/policies.html>))
- postings in Moodle Discussion Forums

Moodle Discussion Forums

Access. To access Moodle, go to <https://www.myu.umn.edu>, then click on mytoolkit, then login with your UMD login (that you use for your email), then click on the course. You'll see the Moodle listed for our course. Or you can just go straight to Moodle: <https://moodle.umn.edu/>

Purpose. It is impossible in our classroom sessions to cover every single ethical topic in marketing. Also, it will be impossible for us to discuss in class every detail and every issue from every reading. It will be equally impossible for every person to elaborate his/her opinions on all of the material or on every single issue discussed. Discussion Forums are our solution to this problem, and allow students to discuss and share outside the classroom.

Confidentiality. The postings that are made in this class are not to be shared with others not in our class, without the written permission of the person who wrote the posting. Please note that I may, occasionally, use a posting from a former class as a discussion starter in our class (but will **never** include any identifying information at all that would allow someone to know who wrote that posting – gender, name, company name, class attended).

Expectations for postings on Moodle Discussion Forums.

- I would expect you to post (and not merely make a response to someone else's post) during the course of the semester. I do not have a required number of postings but I do expect you to be active in posting.
- Comments of a simple nature such as "I agree with Ryan" or "Don't blame me" don't fully reflect your input and won't be given full credit.
- I would expect participation consistently over time as opposed to bunching a lot of postings, say, in one time period like at the end of the semester.
- Treat others with respect and courtesy in your postings and replies. Remember to separate academic issues from personal issues. One way to do this is not to address your statements by using someone's name (i.e., Steve, you're wrong), rather, to address your statements to the discussion itself (i.e., "It has been stated...I would suggest that the following might be a bit more accurate...")
- Use proper posting conventions that easily show threaded discussions.
- I would expect you would read most postings of others.

Dr. Castleberry's interaction in postings

- I will be reading some, but not necessarily all of the postings you make. I will try to refrain from posting my thoughts so the class can interact, but I do reserve the right to post comments and pose questions to the class in this forum.
- If you have a specific question for Dr. Castleberry, do not ask it in the postings.

Interesting note: Godwin's Law states, "As an online discussion grows longer, the probability of a comparison involving Nazis or Hitler approaches one."

Your Personal Mission Statement

Goals:

- For you to reflect upon and commit to the mission of your life.
- For you to reflect upon the relationship between your mission, your actual life, and your business ethics.

Include the headings/subheadings presented in bold below in your paper.

I. My mission statement:

- A. Overall Statement of My Life's Mission** (e.g., why you are here, what you hope to accomplish with your life, what will be the results if you accomplish your mission, etc.)
- B. My Guide.** Concisely state what guides you as you set your mission, develop your goals, and make decisions in life. You may also wish to state what you will not allow to guide or influence your mission or influence your daily life.
- C. Important Relationships.** Write a brief statement that outlines the type of relationship you wish to have with each significant person or group in your life. This may include how you intend to relate to them, how you will spend your time with them, etc. Include a subsection for each of the following:
 1. Spouse or significant other if applicable
 2. Child or children if applicable
 3. Other family members
 3. Friends as a group
 4. Your relationship as an employee within your firm
- D. Learning.** Briefly indicate how you intend to develop your mind and gain wisdom.
- E. Self-Esteem and Security.** Write a brief statement which indicates where you derive your self-esteem and worth. Indicate how you will maintain that self-esteem in light of life's ups and downs.
- F. Strength.** Write a brief statement which indicates where you intend to draw your strength and power to accomplish your mission. Briefly tell how you will transform weaknesses into strengths.

II. Relationship Between My Mission Statement and My Daily Life

Discuss the relationship between your mission statement and the life you live daily, particularly in the area of business ethics. Be specific and explicit in your examples. The purpose of this section is serious self-reflection.

Basis of grading:

- Must turn in one typed copy of the mission statement on time.
- Must provide, at a minimum, the information requested.
- Must not be guilty of plagiarism in any form (see web page).
- Must be free of grammar and spelling errors. Note that if English is not your first language, or you just have trouble writing papers, you should seek help in proofing. I tend to take off one point for each grammar/spelling error.
- Must demonstrate correct knowledge of any terminology used in our course (e.g., stage scores, schools of ethics, criteria).

You will find many examples of personal mission statements on my web site. I have posted every single statement that students have given me permission to post.

Experiential Activity

Goal: Help you engage in the course material in the real world and further develop your skills in the topical areas covered. I encourage you to share your paper with a classmate before turning it in.

Layout of paper: Expected length (not including cover page and last two questions) is provided below. Paper should be double-spaced (except where noted), 12 point type, Times New Roman font, with one inch margins all sides.

Add headings and subheadings to improve readability and delineate the various sections.

Do not plagiarize. See policies section for how to avoid plagiarism.

(Choose only one from the 8 following activities)

I. Watch a cinematic movie and critique the business ethics dilemmas.

You can NOT choose a movie that has already been reviewed and that is posted on the web page as an example. Choose a full-length cinematic movie (does not have to be a business-ethics-focused movie, but must be one in which business is included in some way), watch it (you will probably have to watch it several times), then write a report to answer the following questions:

1. How was “the business world” portrayed . . . in a positive light, negative light, neutral, etc.? Provide clear examples that help illustrate your points.
2. Choose 3 specific marketing ethical dilemmas. For each issue do the following:
 - a. Briefly describe how the issue was portrayed.
 - b. How was the issue resolved, if at all?
 - c. How should the issue have been resolved in your opinion? What would you have done in that situation?
3. Briefly list any other marketing ethics issues that were portrayed
4. Overall, what did you learn from this exercise?
5. What changes should be made in this exercise if it is used in future classes?

Approximate length: 5 pages

II. Make a field visit to a corporate ethics officer and report on the visit.

Choose any corporate ethics officer in business or a not-for-profit organization. This person must have, as part of his/her formal job description, the creation and/or enforcement of corporate ethics policies.

Write a report to answer the following questions:

1. What is the person’s name and title? What is the person’s formal job description with regard to corporate ethics?
2. How long has the person held this position and what qualifications are in place for the position?
3. What does this person see as the major marketing ethics issues today? What issues seem to be waning in importance?
4. Briefly describe how this organization handles an ethical violation of its code. (Please provide a copy of the organization’s code of ethics with your report.)
5. What sanctions are available for those who violate the code? How often are those sanctions used?
6. Discuss anything else of interest you learned while meeting with this individual. This can include issues/questions that you ask in addition to those I’ve provided here.
7. Overall, what did you learn from this exercise?
8. What changes should be made in this exercise if it is used in future classes?

Approximate length: 5 pages

III. Engage in a community service/social responsibility project.

Engage in a community service/social responsibility activity that you can participate in within your local community, given the constraint that it needs to be concluded in a timely manner so you can write your report for this course. Acceptable activities for this exercise include serving meals in a soup kitchen, helping build a Habitat for Humanity house, volunteering at a nursing home, and volunteering to work with disadvantaged youth or at-risk persons. If you wish to engage in something not in this list, gain Dr. Castleberry's permission first. You should spend at least four hours in the activity (includes prep time). Then write a report that answers the following questions:

1. What activity did you engage in and for how long? Why did you choose this particular activity?
2. What did you learn about the people you served? How are they different from you? How are they the same?
3. Reflect upon the issues of justice, equity and fairness with regard to the individuals you served as compared to yourself and your life.
4. If your service was to an organization (e.g., a soup kitchen), answer the following questions:
 - a. Were misconceptions realized during this experience and if so, how or where were those initial perceptions formed?
 - b. Did this experience change the way you perceive the organization or cause? If so, how?
 - c. Would you participate in this activity again on your own initiative without being related to a class project? Why or why not?
 - d. Were you able to casually learn about anyone's background without being intrusive?
5. Overall, what did you learn from this exercise?
6. What changes should be made in this exercise if it is used in future classes?

Approximate length: 5 pages

IV. Develop a comprehensive code of ethics for the organization where you work (this assumes that the organization has no code of ethics currently).

Review a number of codes of ethics (many are available online). Then develop a comprehensive code of ethics for the organization where you work (or for the business you operate). Make sure to include the following:

- a statement of purpose
- values that the organization espouses
- the code itself, what is allowed and what is not allowed
- enforcement procedures (you must include the following at a minimum: discovery, information collection, adjudication, resolution, penalties, appeal)

Include a section after your code in which you answer the following questions:

1. Overall, what did you learn from this exercise?
2. What changes should be made in this exercise if it is used in future classes?

Approximate length: 5 pages for the code itself.

V. Read a book or play and critique the business ethics dilemmas.

Choose any book or play you wish, read it (you may have to read parts of it several times unless you take good notes), then write a report to answer the following questions:

1. How was "the business world" portrayed . . . in a positive light, negative light, neutral, etc.? Provide clear examples that help illustrate your points.

2. Choose 3 specific marketing ethical dilemmas. For each issue do the following:
 - a. Briefly describe how the issue was portrayed.
 - b. How was the issue resolved, if at all?
 - c. How should the issue have been resolved in your opinion? What would you have done in that situation?
3. Briefly list any other marketing ethics issues that were portrayed
4. Overall, what did you learn from this exercise?
5. What changes should be made in this exercise if it is used in future classes?

Approximate length: 5 pages

VI. Engage in significant digital video (or still photo) doctoring and discuss the marketing ethics implications of such technology.

There is a concern that altering video or photos by professionals creates output of people/places/things that are not at all realistic, resulting in harmful and damaging perceptions (e.g., I could never look as thin or pretty as that girl on the cover of the magazine, I wish my lawn could be that spotless, etc.).

Choose a digital video or two still photographs. Make significant changes to them, so that the persons/places/things are more visually attractive. Turn in the original plus the altered images. Then write a report that answers the following questions:

1. Describe the changes you made to the pictures and what you were trying to accomplish (also indicate the software program you used to make the changes).
2. Show the images to three people and report on their reactions to the differences in the two sets of images.
3. How hard was it to accomplish the changes?
4. Assume you work for a clothing manufacturer who digitally modifies images for advertising. Develop a list of policies you could put in place to insure that viewers of your images (customers, prospects) do not experience harmful perceptions or reactions.
5. Overall, what did you learn from this exercise?
6. What changes should be made in this exercise if it is used in future classes?

Approximate length: 4 pages

VII. Document two actual marketing ethics dilemmas that you have encountered personally or that you are aware of from close associates (and for which you can supply all pertinent information).

These will be shared in future class sessions, so disguise anything you do not wish to have revealed.

Follow this outline:

- I. Title page (your name, the date turned in). This is page one, and is the only page upon which you will identify yourself.
- II. Marketing Ethical Dilemma One. Using 1st person style, clearly state the situation, describe the individuals involved, and conclude with the dilemma “What should I do at this point?” Use headings and subheadings if it will help the reader follow your dilemma. Do not identify yourself in any way on any pages of this assignment except for the title page.
- III. Marketing Ethical Dilemma Two. Using 1st person style, clearly state the situation, describe the individuals involved, and conclude with the dilemma “What should I do at this point?” Use headings and subheadings if it will help the reader follow your dilemma. Do not identify yourself in any way on any pages of this assignment except for the title page.
- IV. What Actually Happened (This must start on a new page) Provide additional information describing what actually happened in real life for each dilemma.

- A. Dilemma One
- B. Dilemma Two

Include a section in your report in which you answer the following questions:

1. Overall, what did you learn from this exercise?
2. What changes should be made in this exercise if it is used in future classes?

Approximate length: 5 pages (not counting title page)

VIII. Write a case about a real world marketing ethical issue in business today.

Follow this outline format:

Outline of the case:

- I. Title page (title of the case, your name, the date turned in). This is page one, and is the only page upon which you will identify yourself. The case you write will probably be used in future ethics classes and may be published.
- II. The case itself. The case should be similar to the ones assigned in class, while following these requirements exactly. You are to fully discuss the issues using direct quotations from individuals, as appropriate. You must convincingly present all sides to the issue. This must start on page two. Put the case title at the top of this page. Number your pages. Use headings and subheadings to help the reader follow your case points.
- III. Case Questions. Provide at least five thought-provoking business ethics questions.
- IV. List of Sources. List all reference citations that you used to write your case. References can be books, magazines, journals, web pages, etc. Use any standard style you wish for reference citations.

You will find many examples of cases on my web site.

Include a section in your report in which you answer the following questions:

1. Overall, what did you learn from this exercise?
2. What changes should be made in this exercise if it is used in future classes?

Approximate length: 5 pages (for the case itself, not counting case questions, sources or title page)

Dr. Stephen B. Castleberry's Policies

Last update: May 7, 2008

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Please read these carefully and ask me if you have any questions. If I do not hear from you in writing by the end of the first week of class, I assume you agree to abide by all of the policies and items stated here. Policies can change during the semester. The online version is always the most current one. If I change policies I will inform the class via an email message.

Please read this list of policies with an open mind. Every single professor has policies; I'm just willing to share all of mine with you up front, so there are no surprises on your part.

I. Grades and Academic Integrity

1. I don't curve grades and there aren't any opportunities for extra credit. For example, papers can't be rewritten, after they have been graded, in order to improve your grade.

2. Final course grade will use the following breakdown:

A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72 D+ 67-69 D 60-66 F 59-0.

Here are the University of Minnesota standards (from official UM publications):

A -- achievement that is outstanding relative to the level necessary to meet course requirements.

B -- achievement that is significantly above the level necessary to meet course requirements.

C -- achievement that meets the course requirements in every respect.

D -- achievement that is worthy of credit even though it fails to meet fully the course requirements.

F -- Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I) Academic dishonesty: academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course. Become familiar with all aspects of the student conduct code (e.g., plagiarism will not be tolerated).

I -- (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between myself and the student.

3. "Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. In keeping with this ideal, this course will adhere to UMD's Student Academic Integrity Policy, which can be found at www.d.umn.edu/assl/conduct/integrity. This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the university for repeat offenders." EPC Statement

4. "The instructor will enforce and students are expected to follow the University's Student Conduct Code (<http://www.d.umn.edu/assl/conduct/code>). Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom. Examples include ringing cell phones, text-messaging, watching videos, playing computer games, doing email, or surfing the Internet on your computer instead of note-taking or other instructor-sanctioned activities." EPC Statement

5. I will probably destroy exams, papers, assignments, grading notes, and anything else that pertains to how I

calculated your grade two weeks after the final exam date due to space limitations. So if you want to review anything that relates to your grade, you should do so before the date I have described above.

II. Workload

University of Minnesota standard (source: from official UM publications). “For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom in order to get a grade of C.”

III. Disabilities

(Source: UM required statement) “Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor during the first week of the semester. Students who do so will be referred to the Disability Services and Resources Center (256 Kirby Student Center, 726-8217). Based on their assessment, adaptation of methods, materials, or testing will be made as required to provide for equitable participation.”

IV. Student's Personal Responsibility and Courtesy

1. Learn to take initiative. If you don't understand something in class, even if all your classmates are quiet, you go ahead and ask your question. Also, learn to take initiative while working on projects by checking handouts, class notes, the textbook, and help screens before asking me. In the business world it is unprofessional to demonstrate laziness by not looking at available resources for answers before asking your manager for help. Don't get me wrong, I want to teach you, but I also want you to learn how to use information available to you, rather than feeling that it's your right to be 'spoon-fed.' One sales manager has this rule: he won't answer a salesrep's question until that rep has looked at least two places for the answer to his/her question. I think that's a good rule: please tell me where you've already looked for the answers as you ask me your question about the project.
2. Video or audio taping of class sessions is not allowed without the written consent of Dr. Castleberry. Also, posting or distribution of notes/handouts/exercises/exams/quizzes/slides without written permission is not allowed.
3. Students are responsible for securing any information they miss as a result of being absent or tardy.
4. Each student is expected to be professional: attend class (arriving on time), turn in written case writeups and exercises as required, be prepared to intelligently discuss assigned cases and text material (as demonstrated by quality of class discussion and pop quizzes), be prepared to participate in class activities, speak respectfully to class members and to me, serve as a well-prepared participant during in-class exercises and role plays, provide significant written and oral feedback that is constructive during in-class role plays and presentations, provide complete status reports as required, etc. Students who do not demonstrate professionalism in these ways may have their final grade in the class lowered.
5. If you arrive late you're responsible for informing me at the end of class that you were there --otherwise you'll be counted absent. If you miss class due to sickness inform me as soon as possible (and that's considered an excused absence). If you know you are going to be gone on university business or a university sanctioned event, please inform me well before the event, so I can decide whether it will be an excused absence and so we can make arrangements for how you will make up assignments, etc.
6. Check your email frequently. I will often post important messages between class sessions.
7. I expect all speech between students and between myself and students to be respectful. I do not allow or condone oral or written “speech that is intended to degrade, intimidate, or incite violence or prejudicial action against a person or group of people based on their race, gender, age, ethnicity, nationality, religion, sexual orientation, gender identity, disability, language ability, moral or political views, socioeconomic class, occupation, appearance, mental capacity,” etc. If you find that someone has engaged in such speech that I'm not aware of, please call it to my attention at once.

V. Assignments

1. The lab computers are notorious for losing your papers and data. Print your results often. Save your work often, and if you're working in a team, make sure all team members have identical copies of all files that are on disk. Work turned in late due to lab problems is not excusable-- print your results, save your work often, and learn to work sooner rather than at the last minute.

2. Any papers or assignments not turned in directly to me, must be time/date verified: have the departmental secretary, or a professor initial next to your time/date notation before placing the assignment in my mailbox.

3. I'm a stickler for promptness because managers beg me to help students learn the importance of meeting deadlines. Thus, late assignments will result in lower grades: five points if it is turned in even one minute late on the due date; an additional ten points for every additional day or part of a day {Monday-Friday} that it is late.

4. Assignments should be free of misspelled words, poor phrasing, and improper grammar . I generally count off one point for each such error. That means your paper can be perfect in terms of content, but still receive a very poor grade (e.g., 17/100). Also, please follow all directions and required outlines precisely as I reserve the right to count off 1 point for each occurrence of not following directions precisely (e.g., no page numbers when page numbers were required).

5. For paper assignments or projects, you may not use a topic or a paper that you have used in a previous class without my approval. The MKTG. department has a policy on term papers and the use of papers/topics from other classes. Please see this web page for more information:

http://www.d.umn.edu/lsbe/marketing/marketing_policyinfo.php

Please note that in my courses, if you are using a paper or any portion of a paper you did for another class, you are responsible for telling me this fact when handing in the paper (telling me earlier is best, since I may or may not approve of the use). Failure to inform me can result in a grade of zero for the paper.

6. Avoid plagiarism in assignments. The MKTG. department has a policy on plagiarism:

http://www.d.umn.edu/lsbe/marketing/marketing_policyinfo.php

Plagiarism will result in a penalty ranging from a zero on the assignment to being expelled from the university. I will be using Plagiarism Prevention software in this course (turnitin.com).

7. After many attempts to make it work, I will no longer review complete drafts of your paper. I usually have examples of papers online for you to review and study and will also be happy to answer specific questions you might have about your paper or my expectations.

8. All assignments, papers and the video-tape of any presentations you engage in become my property and may be used in future classes (without grades of course) as examples or cases or as part of an exercise and so forth. However, this is NOT the policy in my ethics courses (see the syllabus of that class for specifics). If you object to such use you must initiate a request in writing to me before handing in your paper or giving your presentation that will be videotaped. I will respect all such requests.

9. I don't generally accept assignments in an electronic form (e.g., as an email attachment) because I can't make comments easily without a hard copy. See the course syllabus and comments in class for any exceptions to this policy.

10. Please turn off your cell phone while in class.

11. You are certainly welcome to use your laptop in class to take notes and read along with the PowerPoints I provided electronically. But you're not allowed to play games, instant message, or do anything that might disrupt your classmates or me.

VI. Course Prerequisites

The prerequisites in this course, as listed in the class schedule and the UMD catalog, are in force. Students who have not met the prerequisites should inform me immediately.

VII. Adaptations

The syllabus and these policies are subject to revision. Revisions will be announced in class or by email. Please check your email often.

It is my desire to be sensitive to the values of individual students. If you are asked to engage in an assignment or classroom exercise that goes against your values and beliefs, please let me know within twenty-four hours for assignments and right away for any in-class exercise. I will then consider arranging some alternative assignment or exercise, if possible.

VIII. Exams

1. There will be no make-up examinations for in-semester exams and no exams can be taken early.
2. If you miss one or more of the exams, that weight will be shifted to the final exam and your final exam may be different from those who didn't miss any of the in-semester exams. Please note that this is not an attempt to penalize you. It simply reflects the fact that it is impossible to easily create a make-up exam that is comparable to the one your peers took. If you want to appeal this procedure and you have a very unusual situation, please see me before the exam you will miss.
3. If you miss the final exam and ONLY IF you have a legitimate written excuse, you will be provided a comprehensive essay examination covering both the textbook and notes.

IX. Communicating with Me (some of these come from Instructional Development magazine)

1. Email is the best way to reach me outside of class time. I make every attempt to check it often M-F from 8-5, and will answer you as soon as I possibly can. Don't count on a reply during the weekends or at night, although I often do reply during those times. I will respond to all emails within 48 hours, excepting weekends and holidays.
2. I expect you to use your UMD email account and check your email on a regular basis (e.g., at least every 24 hours) to see if I am communicating with you and/or the class as a whole.
3. When you email me, please put your class number in the subject line. Don't forget to identify yourself completely in the body of the email (full name and class). I have no idea who's writing me if it is just signed "Jen" or the like. If your email doesn't include those elements, I might delete it (I get a lot of spam) or I might not reply right away. I always respond to an email with at least a "thanks" reply so you know that I got it. Please use proper etiquette when communicating with me (e.g., avoid using ALL CAPS, no hostile messages). And if you're like me, you'd probably be wise to review your message before hitting the send button to make sure it reads well, and you DID include that attachment, etc.

X. Some important things about me

1. Not for pride, but for establishing a proper working relationship with you in the course, I prefer to be called 'Dr. Castleberry.' As you walk across the stage and accept your diploma, my name changes to Steve.
2. I'm committed to providing you with the latest theory and practice from the real-world. I'm dedicated to helping you improve your skills and will work hard to help you be successful. I want to follow your career throughout your entire lifetime and provide counsel and help along the way.
3. My contract calls for me to spend 50% of my time in teaching activities (giving lectures to various groups, preparing for lectures, working with students, advising students, reading to keep current, grading papers and exams, etc.), 35% time in conducting academic research, and 15% in service to the university, community, and the academy. Please understand if I am not available for you during every minute during the week -- I must meet all of my teaching responsibilities as well as the obligations to my other constituents.
4. It is my goal to always provide the quickest feedback and grades possible on exams, papers, presentations.

Unless otherwise stated, it is my goal to provide such feedback in the next class session after you turn in the item to be graded. For large papers it will be my goal to return them within seven days.

5. I encourage constructive comments about my teaching methods, style, delivery, and layout of the course. Web VISTA offers an anonymous way to provide such feedback at any time during the semester. You are also welcome to chat with me or email me with any concerns you may have. I do make changes every semester on the basis of student feedback. You will also be asked to provide formal anonymous feedback near the end of the semester.

6. Disclaimer -- I do not claim that all of my comments in this class or all of the materials in my overheads, handouts, exercises, slides, etc. are my own thoughts. In fact, in most cases they reflect the discussions, thoughts, research, and published work of others. That is part of my job as a teacher -- to expose you to the thoughts of others. As much as possible I will attribute appropriate authorship of ideas. However, where the textbook, readings, cases, etc. provide such attribution and reference citations, I assume you will use those as your source for the original attribution, and I will likely not repeat this information in class. If you ever have any questions, please do not hesitate to ask. In all cases, I want to make sure that the original thinker is given proper credit.

7. A 'Southern' Translation Guide [Look on the bright side -- you're getting to experience cultural speech diversity]
Long "a" sounds like short "e" (e.g. mail sounds like mell, fail sounds like fell, whale sounds like well).
Short "I" sounds like long "e" (e.g. still sounds like steel).
Long "I" can sound like just about anything! Sometimes it is not pronounced at all, sometimes it picks up whatever vowel it is near, sometimes it sounds like "ah" or short o". For example, right will sound like riaht.

Endnotes:

1.Source: http://en.wikipedia.org/wiki/Hate_speech