Mktg3771 Sports Marketing Spring 2013

Time/Location: 1:00-1:50 MWF LSBE 233 Class ID 67918

Prerequisites: Mktg3701, LSBE candidate or college consent.

Professor: Dr. Stephen B. Castleberry 385L LSBE Building
(218) 726-6314 office phone (218) 726-7578 office fax
E-MAIL: scastleb@d.umn.edu (This is the best way to reach me)
WWW: http://www.d.umn.edu/~scastleb

Office Hours: 2:00-3:30 MW, or by appointment

Description: This course will provide an overview of various aspects of sports marketing including: (1) the marketing of sports products (2) the use of sports to market non-sports products.

Power Point slides and assignments are on our Moodle page

Grades:
Marketing Plan for Special Game Day 25%
Other Projects (e.g., Marketing Research Project, Vikings Draft Party Project) 35%
Course Participation 40%
Assignments are due online at Moodle. No credit for late assignments or assignments not posted on Moodle. Only post your final version of assignments on Moodle (not rough drafts—I may start grading them as soon as you submit).

Course Outline (This WILL change due to speaker availability and project requests)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>See Moodle for homework assignments</td>
</tr>
<tr>
<td>OW 1/23</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>F 1/25</td>
<td>Sports Marketing</td>
<td>1, 2</td>
</tr>
<tr>
<td>®M 1/28</td>
<td>Segmentation</td>
<td>13</td>
</tr>
<tr>
<td>®W 1/30</td>
<td>Brian Nystrom, UMD Athletics</td>
<td></td>
</tr>
<tr>
<td>®F 2/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUNDAY 2/3</td>
<td>FYI: SUPER BOWL</td>
<td></td>
</tr>
<tr>
<td>®M 2/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>®W 2/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>®F 2/8</td>
<td>Presentations (Marketing Plan for Special Game Day)</td>
<td></td>
</tr>
<tr>
<td>®M 2/11</td>
<td>Presentations (Marketing Plan for Special Game Day)</td>
<td></td>
</tr>
<tr>
<td>®W 2/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>®F 2/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>®M 2/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>®W 2/20</td>
<td>Product Decisions</td>
<td>14</td>
</tr>
<tr>
<td>®F 2/22</td>
<td>Prepare for Project events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Castleberry in Rochester</td>
<td></td>
</tr>
<tr>
<td>S 2/23</td>
<td>Women’s Hockey game 6:07 PM</td>
<td></td>
</tr>
<tr>
<td>M 2/25</td>
<td>Distribution Decisions and Facilities Management</td>
<td>15</td>
</tr>
<tr>
<td>W 2/27</td>
<td>Promotional Strategy</td>
<td>16</td>
</tr>
<tr>
<td>F 3/1</td>
<td>Tim Skiba, Gander Mountain</td>
<td></td>
</tr>
<tr>
<td>M 3/4</td>
<td>Pricing Decisions</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 3/6</td>
<td>Relationship Marketing</td>
<td>18</td>
</tr>
<tr>
<td>F 3/8</td>
<td>Carefully prepare for questions to ask on Field Trip. Review team’s webpage and speakers’ LinkedIn pages. Dr. Castleberry in Rochester</td>
<td></td>
</tr>
<tr>
<td>Sunday 3/10</td>
<td>Either Timberwolves (vs Dallas at 6 pm) or Wild (vs. Canucks at 5 pm) game</td>
<td></td>
</tr>
<tr>
<td>M 3/11</td>
<td>Role of Technology</td>
<td>19</td>
</tr>
<tr>
<td>W 3/13</td>
<td>Chuck Richards, St. Paul Saints</td>
<td></td>
</tr>
<tr>
<td>F 3/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/16-3/24</td>
<td>SPRING BREAK                              Be safe out there!</td>
<td></td>
</tr>
<tr>
<td>M 3/25</td>
<td>Controversial Issues</td>
<td>20</td>
</tr>
<tr>
<td>W 3/27</td>
<td>Mike Pavelko, row27 Studios</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F3/29</td>
<td>Mainstream Strategies</td>
<td>3</td>
</tr>
<tr>
<td>M 4/1</td>
<td>Sponsorship: Introduction</td>
<td>4</td>
</tr>
<tr>
<td>W 4/3</td>
<td>Sponsorship: Developing and Selling the Proposal</td>
<td>5</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>F 4/5</td>
<td>Carefully prepare for questions to ask on Field Trip. Review team’s webpage and speakers’ LinkedIn pages. Dr. Castleberry in Rochester</td>
<td></td>
</tr>
<tr>
<td>Saturday 4/6</td>
<td>Swarm (vs Buffalo at 7 pm) game</td>
<td></td>
</tr>
<tr>
<td>M 4/8</td>
<td>Sponsorship: Pre-event Evaluation</td>
<td></td>
</tr>
<tr>
<td>W 4/10</td>
<td>Sponsorship: Leveraging</td>
<td></td>
</tr>
<tr>
<td>F 4/12</td>
<td>Jesse Bodell, Periscope Ad Agency (MN TWINS)</td>
<td></td>
</tr>
<tr>
<td>M 4/15</td>
<td>Sponsorship: Ambush Mktg.</td>
<td></td>
</tr>
<tr>
<td>W 4/17</td>
<td>Sponsorship: Postevent Evaluation</td>
<td></td>
</tr>
<tr>
<td>F 4/19</td>
<td>Ted Johnson, Minnesota Timberwolves</td>
<td></td>
</tr>
<tr>
<td>M 4/22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 4/24</td>
<td>Venue Naming Rights</td>
<td></td>
</tr>
<tr>
<td>F 4/26</td>
<td>Jerry Meyer, Race Program Manager, Amsoil</td>
<td></td>
</tr>
<tr>
<td>M 4/29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 5/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 5/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 5/6</td>
<td>Endorsements</td>
<td></td>
</tr>
<tr>
<td>W 5/8</td>
<td>Licensing</td>
<td></td>
</tr>
<tr>
<td>F 5/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 5/15</td>
<td>FINAL EXAM Wednesday, May 15</td>
<td></td>
</tr>
</tbody>
</table>

Mondays and Fridays: all of the breakout rooms except 134 (Vita); Wednesdays: only 236, 240 and 242 (rest are booked for Vita)

### Course Participation

This includes, at a minimum, the following:

- ask questions of guest speakers and on field trips and display strong attentive non-verbals
- completely avoiding inappropriate use of cell phone, laptops, tablets during group meetings and guest speaker talks
- work effectively and efficiently in teams, including using all of the class time provided (not leaving early)
- strong individual effort for implementation of marketing plan projects
- serve as an enthusiastic participant during in-class exercises and activities
- attend class, arriving on time
- turn in assignments as required, following directions precisely
- intelligently discuss assigned material (quality of class discussion and pop quizzes)
- other activities and assignments described by Dr. Castleberry in class

Note that course participation occurs both inside and outside the classroom.
Marketing Plan for a Special Game Day for a UMD Sport

We will create 10 teams of students. Teams will compete for the best Special Game Day Marketing Plan for each of the following events:

- SATURDAY, Women’s Hockey (vs. North Dakota) Feb 23 6:07 PM
- Date to be determined, Women’s Softball (36 hour blitz marketing)
- Date to be determined, Men’s Baseball (36 hour blitz marketing)

1. The teams are to create a marketing plan (following the outline below) with the primary target market consisting of UMD students and the secondary target market consisting of some non-UMD student market (e.g., group ticket sales).

   Note for Women’s Hockey teams: The following have been suggested as possible non-UMD markets since they are often looking for events to attend and it might be fun for them to attend a game at AMSOIL: various youth groups in the area [Christian based, service groups, Big Brother/Big Sister, Boys & Girls Clubs, etc.] and then also various special needs groups [Trillium, group homes, etc]. As far as events go for that game, we have the Lake Effect UMD Student Choir singing the anthem and Chuck a Puck scheduled for 2nd intermission. 1st intermission is yours if you want to come up with an on-ice activity. Saturday is also "Senior Night" in which we recognize the seniors post-game on the ice. The series will also be televised on My9.

Teams will work closely with Nystrom and May to help create their plans. Chapters 13-17 provide important information for this project. Here are some Best Practices from prior classes:

- Check things out BEFORE you officially propose them. Know what other events are occurring on game day (e.g., deer opener, banquet for middle school volleyball players, etc.). Find out if things have been tried before and how successful they were.
- Focus on doing fewer things on game day, but doing them well.
- Do some quick research by talking to your targeted populations so you can have more confidence in your recommendations.
- Consider having backup plans when things don’t work: Plan B, and maybe a Plan C!
- If you plan to encourage social media usage during the game, make sure to give fans a handout providing site information.
- Consider reaching out to other colleges in the area for fans.
- Having an athlete go to schools or other targeted groups can generate great results.
- Plan for the “unexpected”: poor weather, low turnout, coaches who add halftime elements at the last minute, etc.
- Know that you must get permission before setting up posters or tabling on campus, and follow the rules carefully.

2. Teams will present their plan orally and in writing to Castleberry, May and Nystrom. Castleberry will happily review your oral presentation before you present it.

3. The winning team’s plan is what will be implemented. All teams that competed for each event will actually implement the marketing plan. This will involve pre-event communication with the target markets (whatever the plan called for like putting up posters, setting up tables outside the bookstore, calling and writing prospective non-UMD groups for group sales, etc.), as well as actual game day execution of the plan. This implementation activity is part of your grade, and will be partly based on peer evaluations. Be prepared for frustration when things don’t work the way you hoped they would. That’s just the nature of sports marketing! Be resilient and maintain a positive attitude regardless of how you feel.
Layout of Marketing Plan

Required on Title Page: Clear and descriptive title of project, Date, Team Name, Team Member Names

5
1. Sports property description (recent history and successes)

10
2. Situation Analysis
   A. SWOT analysis (Use table format with rows and columns)
      1. Internal factors (strengths and weaknesses). Include such factors as team effectiveness, current attendance, etc.
      2. External factors (opportunities and threats). Include such factors as consumer/social factors, competitive factors, economic factors.
   B. Industry analysis: trends for this inter-collegiate sport.

20
3. Market-product focus. Primary target market: UMD Students
   1. Clear description of this market.
   2. Proposed detailed marketing program.

20
   1. Clear description of this market.
   2. Proposed detailed marketing program.

5
5. Attendance Projections (must include past attendance records, minimum goal, actual goal, optimistic goal).

20
6. Implementation plan (very complete details on how you will implement the plan). Create a chart to display this effectively.

5
7. Methods of evaluation (tell exactly how you will evaluate the success of your marketing efforts).

15
8. Oral presentation
   Professional dress (coat and tie for men, etc.)
   Timed appropriately
   Strong enthusiasm and creativity in delivery
   Oral communication skills (clarity, use of notes, PowerPoint effectiveness)

Deductions will be made for problems with the following: Grammar/Spelling/Following directions/Three paper copies to class on due date and time/Dropping off an electronic version in the Dropbox on Moodle on due date and time
Other Possible Project Examples (projects will be described and assigned in class)

Sports Marketing Research Project

Your team will conduct primary marketing research, analyze the results, and provide a report of your findings and suggestions for some selected sports property. This will likely include one of the following groups: season’s ticket holders, students, non-attendees.

Vikings Draft Party Event

Your team will create a draft party fan interaction event for the Minnesota Vikings. This will include implementation at the actual event in the Twin Cities.
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. Sorry, but I don’t curve grades and there really 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 destroy exams, papers, assignments, grading notes, and anything else that pertains to how I calculated your grade thirty days after the grades are posted (as per university guidelines) due to space limitations. If you wish 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) “It is the policy and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements - such as time limited exams, inaccessible web content, or the use of non-captioned videos - please notify the instructor as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Please call 218-726-6130 or visit the DR website at www.d.umn.edu/access for more information.”

IV. Student's Personal Responsibility and Courtesy

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. ABSENCES. Subpoenas, jury duty, military duty, religious observances, verified illness, bereavement and intercollegiate athletics are excused absences. Students are responsible for informing Dr. Castleberry via email of the excused absence. Students should notify Dr. Castleberry via email ahead of time when at all possible, and written verification for all excused absences is required.

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 getting counted as present --otherwise you'll be counted absent. If an attendance roster is circulated, it is your responsibility to make sure you sign up on the roster.

6. SPEECH. 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. This comes from an official UMD statement by Chancellor Martin in October 2009: “The University of Minnesota Duluth is dedicated to maintaining a positive learning and working environment for our students, faculty, and staff. The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Both
instructors and students have a fundamental obligation to regard the instructional setting as a place for civil, respectful behavior. Thus, the manner in which all parties interact within the classroom must respect our collective commitment to the rights and freedoms of all participants. For example, student behavior that is disrespectful, harassing, or aggressive is grounds for removal from the classroom.”

7. Please turn off (or turn to vibrate) your cell phone while in class. Do not use your cell phone during class. If you have an important call, please leave the classroom to handle it.

8. 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.

V. Assignments

1. Computers are notorious for losing files 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 computer 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, I do not accept late homework assignments. Course papers turned in late will result in lower grades: five points if it is turned in 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. The MKTG department has a policy on term papers and the use of papers/topics from other classes. 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. Please see this web page for more information:

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

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 penalties that can include a zero on the assignment or 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 for personal mission statements. 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. To save class time, I occasionally return graded assignments and homework in class by passing around the graded papers and letting students find their own papers in the stack. Thus, other students will see your grade on these homework assignments. If you have concerns about this policy, please let me know via email within the first seven days of class and I will return your assignments in a different way. Note that I will NOT return exams or major projects in this manner.
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 arrange some alternative assignment or exercise.

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. You are 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.

Also, be aware that in my selling classes, I will be using the textbook for which I am coauthor. I earn royalties for any new books that are sold, but I donate all of those royalties to charity; thus, I’m not making any money when you adopt my textbook.

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:

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