

Dr. Stephen B. Castleberry's Policies For Carlson School MBA Students

Last update: April 13, 2009

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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. 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.

Curving of Grades

Carlson Grading Policies: Full- and Part-time MBA Courses

Carlson School of Management Course Grading Policy

In 2005, the results of a comprehensive study of grading in the Carlson School were presented to the faculty. In response to the conclusions of the study, the Carlson School faculty developed and approved the following grading policy:

Grades are an integral part of the educational process. They are one form of feedback concerning academic performance. The Carlson School is resolute that the differences in course achievement are reflected in the differences in course grades. Grades are based on a combination of exams, terms papers, class participation, case analyses, and other assignments. In all cases, it is the instructor who determines grading criteria.

1.

Core classes will have a median aggregate GPA of 3.33 +/- .1. That is a B+.

2.

Elective classes will have a median aggregate GPA of 3.67 +/- .1.

3.

Faculty teaching multiple sections of the same course in the same term may use a single distribution over these sections for purposes of complying with the above policies.

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 UM's reputation and discredits the accomplishments of students. UM 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 UM's Student Academic Integrity Policy. This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the university for repeat offenders."

4. "The instructor will enforce and students are expected to follow the University's Student 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."

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 appropriate UM office for assessment. Based on that 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,"¹ 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. I will be using this policy statement for our class with regard to the use of papers/topics from other classes:

http://www.d.umn.edu/labe/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. I will use this policy on plagiarism:

http://www.d.umn.edu/labe/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 detection software in this course.

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 university 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 UM 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 riht.

Endnotes:

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