

**MINNESOTA STATE UNIVERSITY MOORHEAD
PRINCIPLES OF MARKETING**

Marketing 310 Syllabus
Summer, 2003

07:30-09:30 A.M. MTWH
CB 106

Dr. Alexander
CB 207I

THE MARKETING ENVIRONMENT

06-02-03

Complete Before Class

Read Solomon & Stuart: 1
Read Chapter 1 Case: Levi Strauss (p. 27)
Read Syllabus

Complete During Class

Complete student courses survey
Complete introductions
Write expectation exercise
Review syllabus
Form groups
Provide insights on taking multiple-choice exams
Write quiz on Chapter 1 Case: Levi Strauss
Discuss Solomon & Stuart: 1
Answer Chapter 1 Case: Levi Strauss
Video

06-03-03

Complete Before Class

Read Solomon & Stuart: 2, 3
Read Chapter 2 Case: McDonalds (p. 56)
Read Chapter 3 Case: Nickelodeon (p. 88)
Send Journal #1

Complete During Class

Quiz on Chapter 2 Case: McDonalds
Discuss Solomon & Stuart: 2
Answer Chapter 2 Case: McDonalds
Discuss Solomon & Stuart: 3
Video

06-04-03

Complete Before Class

Prepare for Exam #1-Solomon & Stuart: 1, 2, 3

Complete During Class

Write Exam #1-Solomon & Stuart: 1, 2, 3
Speaker: Steve Pletta, Sodexo Marriott Services (08:30-09:30 A.M.)
Questions for the Speaker
Quiz on Chapter 3 Case: Nickelodeon
Answer Chapter 3 Case: Nickelodeon

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06-05-03

Complete Before Class

Read Solomon & Stuart: 4
Read Chapter 4 Case: Walt Disney (p. 122)

Complete During Class

Quiz on Chapter 4 Case: Walt Disney
Discuss Solomon & Stuart: 4
Answer Chapter 4 Case: Walt Disney

UNDERSTANDING CUSTOMERS (PEOPLE)

06-09-03

Complete Before Class

Read Solomon & Stuart: 5, 6
Read Chapter 5 Case: General Motors (p. 156)
Read Chapter 6 Case: Playboy Enterprises (p. 187)
Complete Personal Marketing Plan: Introduction and Assess Yourself

Complete During Class

Submit Personal Marketing Plan: Introduction and Assess Yourself
Quiz on Chapter 5 Case: General Motors
Discuss Solomon & Stuart: 5
Discuss Solomon & Stuart: 6
Answer Chapter 5 Case 5-1: General Motors
Video

06-10-03

Complete Before class

Prepare for Exam #2-Solomon & Stuart: 4, 5, 6

Complete During Class

Write Exam #2-Solomon & Stuart: 4, 5, 6
Quiz on Chapter 6 Case: Playboy Enterprises
Answer Chapter 6 Case: Playboy Enterprises
Video: Brand Marketing

06-11-03

Complete Before class

Read Solomon & Stuart: 7
Read Chapter 7 Case: Pitney Bowes (P. 216)

Complete During Class

Speaker: Judy Klinkhammer, FM Family YMCA (08:30-09:30 A.M.)
Questions for the speaker
Quiz on Chapter 7 Case: Pitney Bowes
Discuss Solomon & Stuart: 7
Answer Chapter 7 Case: Pitney Bowes

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06-12-03

Complete Before Class

Read Solomon & Stuart: 8
Read Chapter 8 Case: Cadillac (p. 246)

Complete During Class

Quiz on Chapter 8 Case: Cadillac
Discuss Solomon & Stuart: 8
Answer Chapter 8 Case: Cadillac
Video

CREATING AND MANAGING PRODUCTS (PRODUCT)

06-16-03

Complete Before Class

Read Solomon & Stuart: 9
Read Chapter 9 Case: Barbie (p. 276)
Complete Personal Marketing Plan: Introduction, Assess Yourself, Career Objectives

Complete During Class

Submit Personal Marketing Plan: Introduction, Assess Yourself, Career Objectives
Discuss Solomon & Stuart: 9
Quiz on Chapter 9 Case: Barbie
Answer Chapter 9 Case: Barbie
Video: Designing Packaging

06-17-03

Complete Before Class

Prepare for Exam #3-Solomon & Stuart: 7, 8, 9
Send Journal #2

Complete During Class

Write Exam #3-Solomon & Stuart: 7, 8, 9
Video: Goals of Customer Service

06-18-03

Complete Before Class

Read Solomon & Stuart: 10
Read Chapter 10 Case: Fuji (p. 305)

Complete During Class

Speaker: Bill Russell, State Bank of Fargo/Moorhead (08:30-09:30 AM.)
Questions for the speaker
Quiz on Chapter 10 Case: Fuji
Discuss Solomon & Stuart: 10
Answer Chapter 10 Case: Fuji
Video: Packaging, The Science of Temptation

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06-19-03

Complete Before Class

Read Solomon & Stuart: 11, 12
Read Chapter 11 Case: O-Town (p. 338)
Read Chapter 12 Case: Hallmark (p. 368)

Complete During Class

Quiz on Chapter 11 Case: O-Town
Discuss Solomon & Stuart: 11
Discuss Solomon & Stuart: 12
Answer Chapter 11 Case: O-Town
Video: Pricing Goods and Services

ASSIGNING VALUE TO PRODUCTS (PRICE)

06-23-03

Complete Before Class

Prepare for Exam #4-Solomon & Stuart: 10, 11, 12

Complete During Class

Write Exam #4-Solomon & Stuart: 10, 11, 12
Quiz on Chapter 12 Case: Hallmark
Answer Chapter 12 Case: Hallmark
Video: Fundamentals of Pricing
Video

06-24-03

Complete Before Class

Read Solomon & Stuart: 13
Read Chapter 13 Case: Southwest Airlines (p. 397)

Complete During Class

Quiz on Chapter 13 Case: Southwest Airlines
Discuss Solomon & Stuart: 13
Answer Chapter 13 Case: Southwest Airlines

COMMUNICATING THE PRODUCT (PROMOTION)

06-25-03

Complete Before Class

Read Solomon & Stuart: 14
Read Chapter 14 Case: Kimberly -Clark (p. 429)

Complete During Class

Speaker: Anita Burbeck Gould, Golden Needle Tattoo (08:30-9:30 A.M.) +++
Questions for the speaker
Quiz on Chapter 14 Case: Kimberly-Clark
Discuss Solomon & Stuart: 14
Answer Chapter 14 Case Kimberly-Clark
Video

06-26-03

Complete Before Class

Read Solomon & Stuart: 15
Read Chapter 15 Case: Postum (p. 460)
Complete Personal Marketing Plan: Introduction, Assess Yourself, Career Objectives, Career Choice

Complete During Class

Submit Personal Marketing Plan: Introduction, Assess Yourself, Career Objectives, Career Choice
Quiz on Chapter 15 Case: Postum
Discuss Solomon & Stuart: 15
Answer Chapter 15 Case: Postum
Video

06-30-03

Complete Before Class

Prepare for Exam #5-Solomon & Stuart: 13, 14, 15 ***
Read Solomon & Stuart: 16
Read Chapter 16 Case: Coca-Cola (p. 492)
Read the communication model

Complete During Class

Write Exam #5-Solomon & Stuart: 13, 14, 15 ***
Discuss Solomon & Stuart: 16
Discuss the communication model
Quiz on the communication model
Quiz on Chapter 16 Case: Coca-Cola
Answer Chapter 16 Case: Coca-Cola

DELIVERING PRODUCTS (PLACE)

07-01-03

Complete Before Class

Read Solomon & Stuart: 17
Read Chapter 17 Case: Peapod (p. 524)
Send Journal # 3

Complete During Class

Quiz on Chapter 17 Case: Peapod
Discuss Solomon & Stuart: 17
Answer Chapter 17 Case: Peapod
Video: Wholesale, Retail, Physical Distribution

07-02-03

Complete Before Class

Read Solomon & Stuart: 18
Read Chapter 18 Case: Costco (p. 556)

Complete During Class

Speaker: Kim Samson, MSUM Bookstore (08:30-09:30 A.M.) +++
Questions for the speaker
Quiz on Chapter 18 Case: Costco
Discuss Solomon & Stuart: 18
Answer Chapter 18 Case: Costco
Video

07-03-03

Complete Before Class

Prepare for Exam #6-Solomon & Stuart: 16, 17, 18

Complete During Class

Write Exam #6-Solomon & Stuart: 16, 17, 18

**INFORMATION FOR STUDENTS
GRADES**

Grades will follow this point distribution.

90% - 100%=A 70% - 79%=C Below 60%=F
80% - 89%=B 60% - 69%=D

GRADE DISTRIBUTION

Points are assigned on the following basis. Note that the total points represent approximate figures so less or more of any of the items below change the relative percentages.

1.	Exams: 6@100 pts each	600
2.	Chapter Cases: 15 @ 10 pts each	150
3.	Case Quizzes: 15 @ 10 pts each	150
4.	Personal Marketing Plan Components: 3 @ 25 each	75
5.	Personal Marketing Plan Complete	100
6.	Questions for the speaker: 5 @ 25 pts each	125
7.	Journals: 3 @ 25 pts each	75

OFFICE HOURS

MTWH: 09:30 A.M. to 10:30 A.M. and by appointment.

E MAIL/TELEPHONE NUMBERS

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TEXT

I chose *Marketing: Real People, Real Choices* (2003), by Michael R. Solomon and Elnora W. Stuart, Prentice Hall, as your text for the following reasons. (1) Students find it interesting to read. (2) It covers the subject matter better than other books. (3) The authors write in an accurate and timely manner. (4) The authors organized their material well. (5) Solomon and Stuart write better than many other authors. Whether a particular chapter in your text proves interesting or not depends largely on your interests, I think. But this book contains numerous examples and other pedagogical aids. I hope you find it as interesting and useful as I do.

PREREQUISITES

The student must have successfully achieved junior standing.

CHANGES TO THE SYLLABUS

Changes to the syllabus may occur for three reasons. First, inclement weather may interfere with the schedule. If the MSUM president cancels classes, any assigned material or exams will be due at the next class period held. Note that only the president can order classes canceled. Second, a mistake on the syllabus may require changes. Third, the students and professor may reach a consensus about a need for a change in the syllabus.

DESCRIPTION OF THE COURSE

This three-credit, upper division course examines those challenges and opportunities faced by marketers as they attempt to move goods and services from producers to consumers and users. The business faculty considers Principles of Marketing a foundation course. It provides those basic concepts needed for an understanding of other courses in business.

LEARNING OUTCOMES

Six outcomes guide our learning experiences.

1. **Knowledge.** Students will demonstrate a grasp of the fundamentals and concepts that concern marketers.
2. **Analysis.** Students will reinforce the fundamentals and concepts learned by using them to analyze cases and answer questions.
3. **Writing.** Students will write better at the end of the semester than they did at the beginning.

4. **Application.** Students will listen to marketing practitioners describe their activities and develop questions to ask about these activities. Students will ask some of their questions.
5. **Team Building.** Students will receive team-building experiences as members of small groups.
6. **Self-Directed Learning.** Students will gain experience in a learner directed setting and develop life-long learning skills.

METHODS

We utilize the following tools to assist us in achieving the above objectives.

1. **Exams.** Preparations for exams help students internalize the vocabulary and concepts.
2. **Text Reading Assignments and Supplementary Reading.** The text and supplementary reading assignments provide students with the concepts and vocabulary used in attempts to understand the marketing process. I expect every student to read the assigned material by the dates listed above. The exams cover the text.
3. **Lectures.** Although I also use other methods to enhance learning, I occasionally lecture to emphasize points not covered in your text.
4. **Class Discussions.** Please participate in discussions of the assigned material. To participate fully, bring questions about the assigned material to class and ask the professor.
5. **Visuals.** Videotapes and overheads deal with basic marketing concepts and provide a basis for discussion.
6. **Group Activities.** In small groups, students will analyze cases, answer questions, and write up the results. These discussions assist you to develop your analytical abilities and provide team-building experiences.
7. **Oral Presentation.** In an informal setting, group members will present the results of their Personal Marketing Plan Assignments. This activity provides experiences in speaking to peers.

JOURNALS

1. In the space for subject, include **Mktg 310, Journal #**. For example, for the first journal write **Mktg 310, Journal 1**. Journals without this will be deleted unread.
2. Journals consist of one page, no more nor less, either single or double-spaced. Skimpy journals will not be given full credit.
3. **Journal 1** is your description of yourself. Write this journal to help me understand you better.
4. **Journal 2** answers two questions. First, what gives me the most pleasure out of life? Second, what gives me the least pleasure out of life?
5. **Journal 3** requires a discussion of the e-university. Would you take Principles of Marketing on line if it were offered? Why or why not?
6. I do not grade the content of the journals nor do I evaluate what you write. You receive maximum credit for sending one page per journal.
7. You will forward your journals by e-mail within 48 hours of the due date. I will not accept journals before or after the 48-hour period. Do not ask.
8. All journals are due on the dates assigned.
9. Do not send your journal as a word-processed attachment.
10. I do respond to your comments with questions, congratulations, and feeble attempts at humor. If you do not receive my response within a reasonable period, either check with me to see whether I received your journal or assume that I did not and send another.
11. I have two reasons for requiring journals. First, I use them to learn more about my students and their generation. Second, journals provide a convenient and easy way for students to interact with me. A visit to my office would probably be better, but some students have neither the time nor inclination to do this.
12. I will do my best to keep your journals confidential. However, individuals with the knowledge and skill can compromise e-mail. Also, in the aggregate the content of journals may be used as part of a publication. However, you are guaranteed anonymity.
13. Use your own name on your e-mail account rather than some made-up name. I cannot file a journal without a name.

EXAMS

The exams are given on the dates indicated on the syllabus. Each exam will consist of multiple-choice questions. These exams cover the text reading assignments. I will place a copy of each exam, with correct answers and page number references, in the School of Business office. Please compare your Scantron sheet to the answers to determine which questions you missed. We will not take class time to review the exams.

MAKE-UP EXAMS

Do not miss the regularly scheduled exams. Note the following points.

1. Only individuals who miss the regularly scheduled exam for reasons acceptable to the university and professor can take a make-up exam. These reasons include your unavoidable illness when verified by the health center or a private physician and almost no others. **Unacceptable** reasons include these: (a) weddings (yours or anyone else), (b) vacations, (c) rides home, (d) loss of memory, (e) sleeping in, (f) a relative's illness, and (g) most all others of a similar nature.
2. All make-up exams are administered on Thursday of the last full week of class during my office hours or at another mutually convenient time.
3. You must inform me, in writing, of your need to take a make-up exam at least one full week before the make-up exam date. You must list your reasons for missing the scheduled exam and the chapters involved.
4. The make-up exams are essay.
5. You can make up only one scheduled exam. If you miss more than one exam, you will want to drop the class and try again another semester.
6. You can make up the last exam only for an extremely serious, unexpected, unavoidable illness.
7. If your job will take you out of town on an exam date, you may sit for the exam before you leave. See me to arrange a time.

QUIZ AND VIDEO WRITING ASSIGNMENTS

I will ask you to remember and develop concepts found in the reading material. I may also ask you to respond to the ideas presented in the videos.

ATTENDANCE

You will want to attend class on a regular basis. After all, we have a finite number of classes and you have already paid for my time for these classes. Since you are responsible for all material covered in class whether you attend or not, if you must absent yourself from class check with another student for the material missed. Unfortunately, we have no way for students who miss the group assignments scheduled for completion in class to make them up.

ACADEMIC DISHONESTY

Instances of academic dishonesty comprise a rare occurrence here. However, acts of dishonesty should be avoided. The penalty for academic dishonesty may consist of a failing grade on the exam, paper, etc. or a failing grade for the course, and/or charges brought before the university administration.

COURTESY

Do not place your feet on the seats of other desks because people do not wish to sit in the glop your shoes might deposit. If you feel tired, you may want to lie on the floor.

Do not wear a hat in class. As everyone knows and as the books on etiquette inform us, wearing a hat inside a building comprises rude behavior. Business students do not want to engage in rude behavior.

SPECIAL NEEDS

I have experienced a gradual and permanent loss of hearing and wear hearing aids to compensate. Unfortunately they amplify background noise as well as individual voices. Be patient with me when I ask you to repeat a comment or question. Because I am learning to speech read, look at me when you speak to me. Because a hat will obscure your face, you have another reason not to wear a hat in class.

If you possess any type of disability—including sight, hearing, or mobility—or special need—including learning problems—inform me at the beginning of the semester. The university and I will attempt to handle your special need in a way that maximizes your learning experience. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact the coordinator of disability services at 236-2652 V/TTY, or in Bridges 249C as soon as possible to ensure that accommodations are implemented in a timely fashion.

PERSONAL MARKETING PLAN ASSIGNMENT

The Personal Marketing Plan Assignment asks you to use the marketing planning process to make yourself attractive to prospective employers. Indeed, you may use the information you develop here when you apply for jobs and participate in the interview process. Consider this assignment a report, then, rather than a literary or creative writing project.

1. You will complete the assignment in Standard English, without mistakes. To accomplish this phenomenon you may want to visit the Write Site at least once after you complete a first draft. I recommend that you

- visit it again after you write your final draft. Remember that good writing comes about because of good revising.
2. You may find that the grades you earned on English assignments or in other classes mean little to this assignment. The demands of this assignment differ substantially from those you experienced in Freshman English or even other business classes. Therefore, whether you did well or poorly in the past may possess little relevance here. Instead, you will follow the instructions here and provided in class to complete the assignment.
 3. You will follow the guidelines found in the Helpful Hints section that follows. You will also use the information furnished by the Write Site and in material provided by the professor.
 4. Divide your paper into four major sections. These sections include (1) Introduction, (2) Assess Yourself, (3) Career Objectives, and (4) Target Market. Within each section, include subheadings.
 5. When you discuss your strengths, weaknesses, etc. use this format. First, describe a strength (weakness, etc.) in a sentence or three. A typical strength might be, "I am intelligent," or "I know COBOL programming language." Second, provide proof or documentation of that strength (weakness, etc.). For example, "I earned a 4.0 grade point average during my three years at college, or "I took a COBOL programming class and received an A."
 6. For the "Target Market" section, choose a career and discuss it in two parts. First, describe the career work. Second, indicate why your particular talents correspond to the demands of this career. Use the format suggested by the previous sections of the handout.
 7. If you finish the assignment in less than five pages, you should definitely review the material both in the Personal Marketing Plan Assignment handout and your paper, and probably re-examine both your choice of career and your reasons for attending college to prepare for this career. Five pages usually results in a grade of C or less.
 8. If your professor asks you to revise your paper, you have until the next class period to do so and re-submit it. Using the professor's comments as a starting point, revise the entire paper, not just the parts reviewed.
 9. Late papers will be penalized 10% per day, including weekends and holidays.
 10. The papers will be used to evaluate the writing outcome and will not be returned until some time after the end of the semester.

HELPFUL HINTS FOR WRITING PAPERS

Writing Mechanics

1. Print everything submitted.
2. Double-space everything. Double space between sections. Do **NOT** triple, quadruple or use any other spacing. *Double space everywhere.*
3. Set margins at one inch.
4. Do **NOT** right justify.
5. Always make back-up copies of the paper both on disk and hard copy.
6. Number the pages. **Number the pages.** Number the pages.

Writing Organization

1. Use headings, sub-headings, sub-sub-headings, etc. whenever you change the topic. Do not turn in a paper without headings, etc.
2. If necessary, obtain a style manual for heading examples.
3. Indent the beginning of each new paragraph.
4. Include a cover page with the title of the project, your name, and any other information you deem useful.
5. Do not write the paper using an outline format.

Common Problem Areas

1. Know the difference between their and there, two, too, and to, due and do, hear and here, loan and borrow, etc. and use these words correctly.
2. Spell all words correctly. Your word processing software includes a spell checking option. Word for Windows has a grammar checker built into it. Use them.
3. A sentence must include only one basic idea. Business readers prefer short, punchy sentences to long, involved, convoluted ones.
4. A Paragraph must contain at least two sentences.

5. A paragraph must include only one basic topic. Business readers prefer short, punchy paragraphs to long, convoluted ones containing several quite different topics.

Structure

1. Do not use the word, “being,” to mean “because.” Say, “Because I came to class,” rather than “Being that I came to class.”
2. Punctuate correctly. Refer to Strunk and White’s *The Elements of Style* if you need assistance.
3. Write in complete sentences. Do not write sentence fragments.
4. Do not write run on sentences.
5. Do not attempt to convey too much information in one sentence. Rather than write one long, wordy sentence write several short, clear ones.
6. Avoid writing in the passive voice.
7. Avoid using the verb, “to be,” including am, is, are, was, be, been, and being.
8. Do not use “**there**” or “**it**” or “**this**” as the subject of a sentence.
9. Do not begin a sentence with a number.
10. Spell numbers less than 10. Write as a numeral those 10 or greater.
11. Do **not** use the words “got” or “a lot.”
12. Write percentages with a number and percentage sign (58%).
13. Personal pronouns must agree with their antecedents (the nouns they represent) in gender and number.
14. A verb must agree with its subject in person and number.
15. Papers that contain the problems listed above will be returned and the grade of final drafts with these problems will be reduced.

TEACHING AND LEARNING

SCHOOL OF BUSINESS MISSION

First, faculty members provide quality undergraduate business education through excellent teaching and appropriate majors in business. We therefore prepare students from the tri-state region for successful and responsible careers in business. Second, we conduct applied and instructional research. Third, we serve our students, Minnesota State University Moorhead, and the community within our region.

MSUM POLICY ON COURSE LEVEL

Upper Division Courses

Upper division courses are numbered 300 and 400. Typically, they build on the background of the lower division courses. They may have one or both of the following characteristics.

1. They require analysis, synthesis, and integration of knowledge and skills from several specific areas in a discipline or from related disciplines.
2. They are built on a foundation of prerequisite lower division courses in liberal studies, a specific discipline, or a related field of study.

Upper division courses enable students to study a major field in depth by building upon and integrating the knowledge gained in lower division courses. Upper division courses may also serve as an introduction to sub-fields within a discipline.

Upper division courses are characterized by a more flexible structure that allows for a variety of approaches to the subject matter, a wide range of course material, an emphasis on independent study and/or research in the laboratory, library, studio or community.

Students are expected to accept increasing responsibility for their own learning both inside and outside the classroom. Upper division courses typically emphasize comprehension, analysis, synthesis, evaluation, and application of knowledge. Evaluation of student performance at this level stresses such outcomes as comprehension and understanding of concepts, the ability to solve problems, and the ability to integrate knowledge.

A TEACHING PHILOSOPHY

Teaching Is More than Lecturing

Traditionally, before the invention of the printing press, teaching required the instructor to stand in front of a class and read from a book. That is, he/she lectured to his/her students who attempted to remember the material. Even after the printing press became widely used and undergraduate students bought their own books, faculty persisted in their old habits for at least four reasons.

First, lecturing is often easier and consumes less of the faculty member's time than other methods of teaching. Second, lecturing boosts a teacher's ego, especially when students pay attention. Third, many teachers do not know what else to do. And fourth, some teachers believe good teaching requires them to amuse their students. Unfortunately, no direct correlation exists between student learning and amusing lectures by faculty.

On the other hand, several problems exist with the lecture method that render it inappropriate for extensive use. First, only a few people can efficiently process information received auditorially, in the form of a lecture. Other people can process better that information presented visually, tactility, or in some other way. The lecture, then, probably doesn't represent the best method for all people, or indeed for very many people, to receive information.

Second, humans possess a limited attention span. The adult human attention span is reported to be somewhat less than three minutes. After that amount of time, a person's attention will deviate from the material being presented. This fact is precisely the reason TV programming and *USA Today* provide short sound/sight bites rather than long, in-depth analyses of problems and issues.

Third, educators also know that people learn best what they use. Instructors who lecture learn the material well because they use it when they lecture. Unfortunately, students who receive the lecture fail to learn the material presented because they cannot use it. Moreover, they often cannot relate it to any other material stored in memory. It seems, then, that the best way to teach requires the student to use what he/she is to learn. Would the human specie have survived if methods of procreation were taught only through the lecture method with no opportunity for practical experience?

Some Students Prefer the Lecture

If the lecture generally fails as a teaching tool, why do some students like it? Several reasons exist that explain this contradiction. First, some people like the lecture method because taking notes is easier than thinking. Learning requires the learner to think, to ask questions, and to try and apply the material being presented. Sitting passively in class taking notes seems easier than thinking. Second, students are accustomed to the lecture format. Their K-12 teachers lectured. Some of their college professors lectured. And we like familiar activities best. Third, some students want teachers to separate the unimportant from the important in the text because they don't want to read the whole book. Unfortunately, no teacher can know which specific material out of a large volume of material will become important for each student over the next 40 years of his/her work life.

What Is Teaching?

What, then, should teachers do if they don't stand in front of a classroom of people and talk? If they don't lecture do they still work?

A teacher's job is to create a situation, an environment within which students can learn. Teachers cannot force students to learn, nor can teachers trick students into learning. Instead, learning is an active, participatory thing, accomplished through commitment and hard work. The most a teacher can do is create a learning atmosphere that does not stand in the way of learning. Of course, a teacher's job also involves measurement to determine whether that which should have been learned was, indeed, learned.

Once students leave college they will spend the rest of their working lives learning on their own. Their employers will not lecture to them. Instead, their supervisors will probably hand them product manuals with instructions to internalize the material in them by the next day. They will internalize the material before they show up for work the next day because they need the information when they call on their first client.

Teaching and Learning Will Change

Professional educators tell us that over the next few years teaching and learning will change. One scenario depicts students sitting in front of monitors interacting with educational software written by teachers. Periodically these students interact with teachers via e-mail. Indeed, this scenario already exists and is used by Capella University, University of Phoenix, and others.

I think additional changes will come soon. For example, virtual reality hardware and software will probably change the nature of teaching and learning within the next ten years. Before long students can experience marketing concepts, for example, directly in a virtual world with virtual consumers buying virtual goods and services.

HOW TO STUDY

After attending universities for many, many years, after more than 30 years of university teaching, and after attending a number of seminars in teaching and learning, I think the following study suggestions may help.

1. Study with other people. Use your team members as a study group or select others in your class to study with. Of course, prepare answers to the essay exam questions alone, but check your answers with others.
2. Read the text and prepare for the exams when the chapters are due rather than just before an exam.
3. When you read, interact with the text. That is, question what you read. Argue with the material.
4. Outline the chapters by reading a paragraph then summarizing it in one sentence. Write the sentence down then read another paragraph and summarize it.
5. Bring questions and issues to class for discussion.
6. Utilize the counseling center's short seminars on study skills.

LAST WORD

I shall attempt to create an environment within which you can learn. If the environment isn't working for you, see me.