



**BUS 100 Introduction to Business Administration  
(3 credit hours)  
Fall 2011**

**Class Schedule**

Time: Wednesdays & Fridays, 4:00 - 5:15pm

Location: Room A2133

**Instructor Information**

Instructor: Professor Randy Poon, MBA, PhD (Cand.)

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Office hours: Wednesday and Fridays 11:15 a.m. - 12:30 p.m.; Monday and

Thursdays 1:15 - 2:30 p.m.; or by appointment

**Course Description**

This course provides an overview of business management and the business environment. It offers introduction to key functional areas in a business such as economic trends and business cycles, organization of business, human resources management, finance, and marketing. Emphasis is placed on how various functional areas are integrated to ensure a successful business operation.

**Course Objectives**

The course has two primary objectives. The first objective is to provide students with an overview of the business firm in today's Canadian business environment. The course is organized to cover the main functional areas of business and how they interrelate.

The second objective is to begin the process of developing each student's business skills. Key skills or competencies include: critical thinking and problem solving; verbal and written communication skills; team work; personal initiative; quantitative analysis; technological applications in business; ethical, social, historical, and global awareness; and integrating the core functional disciplines within a Christian perspective. To help students develop these skills, the course will involve group work, case analysis, presentations and class discussions. In addition to obtaining an overview of the Canadian business environment and developing key skills and competencies, students will be challenged to think from a Christian perspective as they learn about and apply these business topics.

## Course Text & Materials

The textbook is available in the bookstore. Instructions will be provided in class on where and how to obtain the cases. In addition to readings, additional resources such as video clips, chapter summaries, are available through the BUSN web site ([www.icanbusn.com](http://www.icanbusn.com)) and may also be used occasionally to supplement lectures.

### Textbook:

Kelly, M., McGowen, J., McKenzie, H. F., & Snow, K (2011). *BUSN, Canadian edition*. Toronto: Nelson.

### Cases:

- Case #1 – Vartana: The Creation of a Bank for Canada's Civil Society Sector
- Case #2 – ePost: Evolving an On-line Business

## Course Requirements & Evaluation

Course grading and evaluation will be conducted according to the following:

Business Lecture Journal	2%*
Group Quizzes (4 quizzes, 2.5% each)	10%
Midterm Exam	15%*
Final Exam	20%*
Business Case Reports (done in groups):	
Case #1: Written Report	6%
Class Presentation)	6%
Case #2: Written Report	9%
Class Presentation)	9%
Business and the Bible Journal	
Journal Entries #1	5%*
Journal Entries #2/Paper	8%*
Class Participation	10%*

To pass the course, students must achieve an overall grade of at least 50%, AND must obtain at least 50% (30 of 60) on the individual student elements (marked by an asterisk). In other words, students must earn a combined passing grade on the non-group elements in order to pass the course.

Note: All assignments (with the exception of exams) are due in Moodle by the time indicated in the Weekly Reading and Assignment Schedule. Late assignments will lose 5% per day late. Assignments will not be accepted more than 7 days late.

## Business Lecture Journal Entry:

This fall, the Business Administration Department will be hosting a fall lecture series featuring three prominent Christian businessmen and thinkers to discuss the impact of faith and a Christian ethos on the marketplace. In line with our discussion in chapter 4 of the BUSN textbook, students will write a 250-350 word journal entry based on the first lecture in this series featuring Thomas Caldwell's talk on Christianity and Capitalism. The lecture takes place on Tuesday, September 20<sup>th</sup> at 7.p.m. on the Ambrose University College campus.

Following the format of the Business and the Bible Journal (see further below), students will reflect on how Christianity might influence workplace ethics. Please draw upon Thomas Caldwell's lecture, the BUSN chapter 4 reading, your own devotions and reflections, as well as Scripture.

### *Grading Rubric – Business Lecture and Business and the Bible Journal Entries/Paper*

<b>Rubric Criteria (weight)</b>	<b>Excelling (4.5 or 5 pts.)</b>	<b>Accomplished (3.5 or 4 pts.)</b>	<b>Developing (2.5 or 3 pts.)</b>	<b>Beginning (1.5 or 2 pts.)</b>
<b>Purpose and Content (40%)</b>	Journal entries consistently address the concepts learned in class or presented during the Thomas Caldwell Lecture. There are a minimum of five journal entries (each containing a verse or passage).	Journal entries generally address the concepts learned in class or presented during the Thomas Caldwell Lecture. There are a minimum of five journal entries (each containing a verse or passage).	Journal entries occasionally address the concepts learned in class or presented during the Thomas Caldwell Lecture. There are only four of the five required journal entries (each containing a verse or passage).	Journal entries seldom address the concepts learned in class or presented during the Thomas Caldwell Lecture. There are three or fewer of the five required journal entries (each containing a verse or passage).
<b>Spiritual Formation (30%)</b> <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ impacts the individual, interpersonal interaction, and the workplace</i>	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.
<b>Critical Thinking (30%)</b>	Thoughtfully identifies and	Generally identifies and addresses the	Occasionally identifies and	Journal entries seldom address

	addresses the interaction between Scripture, business concepts, and one's own reflections.	interaction between Scripture, business concepts, and one's own reflections.	addresses the interaction between Scripture, business concepts, and one's own reflections.	the interaction between Scripture, business concepts, and one's own reflections.
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Group Quizzes:

In order to facilitate the review of course material (as well as to work on business cases, see below), students will be assigned to teams of three to four people. Each group will be required to complete four quizzes throughout the semester consisting of select chapter review questions. The responses (1-2 SHORT paragraphs per question) will be submitted as a group prior to the assigned deadline. Upon receiving their grade, groups may choose to resubmit their responses as many times as they like. The highest grade will be selected as the grade for all members of the group.

The pertinent chapters and due dates for these quizzes is as follows:

Chapters covered

Due Date

1, 2, 4, 3

September 23, 2011

6, 7, 11, 15

October 14, 2011

5, 16, 8, 9

November 10, 2011

13, 14, 17, 10

December 6, 2011

Note: Final responses to the quizzes are due in Moodle by 11:59 p.m. of the date indicated. Since you can resubmit your responses multiple times, you are welcome to submit your response(s) in advance of the deadline. Groups should identify one member of the group to submit the responses(s). Groups may consider rotating this responsibility throughout the term. Please ensure that someone does submit a response, otherwise grades cannot be awarded to group members.

Groups will be assigned their specific chapter review questions during the semester. Note that each group will be assigned a different set of review questions.

Examinations:

A mid-term examination will be held in class during October, encompassing topics covered in the first half of the course (chapters 1-4, 6, 7, 11, and 15). The course will conclude with a final examination covering all topics in the course, with a focus on those presented in the second half since the mid-term exam.

The final exam will take place during the exam period in December as scheduled by the Registrar's Office.

Please note that graded examinations will only be made available for supervised review, at the request of the student, and will remain on-file for a limited time with the course professor rather than being returned to each student's possession.

Business Cases:

As mentioned above, each student will be assigned to a case group, which will prepare reports for two cases. The written reports should be brief (5-6 pages in length: 12 point font, 1½ line spacing) and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear and free of grammatical mistakes. Please refer to the following documents in Moodle that provide guidance on how to develop business cases:

1. The Business Case Method Outline
2. Business Writing Guidelines
3. Making a Compelling Business Case (by Don Wagner)
4. Group Work in the Business Program (by Don Wagner)

For the second business case study (Case #2), in addition to developing a written report each group will also deliver an in-class presentation, a maximum of 10 minutes in length, summarizing your analysis and recommendations for the case study. Group members should also allow for an additional 5-10 minutes to field questions, comments or debate from the class. The presentation should be informative and interesting; try to make your presentation a learning experience for the class. Refer to Appendix D of "Making a Compelling Business Case" for suggestions on how to present.

All group members are expected to make significant contributions to their group's effort. The responsibilities of each student are laid out in the document entitled "Group Work in the Business Program".

*Grading Rubric – Written Reports*

<b>Rubric Criteria (weight)</b>	<b>Excelling (4.5 or 5 pts.)</b>	<b>Accomplished (3.5 or 4 pts.)</b>	<b>Developing (2.5 or 3 pts.)</b>	<b>Beginning (1.5 or 2 pts.)</b>
<b>Purpose and Content (35%)</b>	Presentation has a well-developed thesis and the introduction establishes all or many of the issues at stake. The assignment demonstrates	Presentation has a workable thesis and the introduction identifies a majority of the issues at stake. The assignment contains adequate	Presentation has some elements of a thesis but it is largely undeveloped. There is too much or too little information presented. The	The presentation is lacking in elements required with many gaps in the information presented. The assignment

	excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims and topic is well researched.	evidence to support its claims, and would benefit from more research and development of relevant points.	arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	needs more details on every level (main ideas, specific ideas, and examples).
<b>Structure and Organization (25%)</b>	Structure of the assignment is clear and easy to follow. Transitions are logical and maintain the flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions are present. Conclusion is logical.	Structure of the assignment is not easy to follow. Transitions need improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.
<b>Critical Thinking (20%)</b>	Identifies the most important arguments pro and con. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments pro and con. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
<b>Mechanics (10%)</b>	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, and punctuation. Language is clear and precise.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, and spelling errors.	Paper lacks basic control over mechanics and contains excessive proof-reading errors.
<b>Spiritual Formation (10%)</b> <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ impacts the individual,</i>	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and	Individual makes no reference to spiritual formation.

<i>interpersonal interaction, and the workplace</i>			critical thinking.	
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### Grading Rubric - Presentations

<b>Rubric Criteria (weight)</b>	<b>Excelling (4.5 or 5 pts.)</b>	<b>Accomplished (3.5 or 4 pts.)</b>	<b>Developing (2.5 or 3 pts.)</b>	<b>Beginning (1.5 or 2 pts.)</b>
<b>Purpose and Content (30%)</b>	Presentation has a well-developed thesis and the introduction establishes the issues at stake. The assignment demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the main ideas and topic is well researched.	Presentation has a workable thesis and the introduction does not fully identify the issues at stake. The assignment contains adequate evidence to support its claims, and would benefit from more research and development of relevant points.	Presentation has some elements of a thesis but it is largely undeveloped. There is too much or too little information presented. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	The presentation is lacking in elements required with many gaps in the information presented. The assignment needs more details on every level (main ideas, specific ideas, and examples).
<b>Structure and Organization (25%)</b>	Structure of the assignment is clear and easy to follow. Transitions are logical and maintain the flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions are present. Conclusion is logical.	Structure of the assignment is not easy to follow. Transitions need improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.
<b>Communication, Creativity, and Presentation (20%)</b>	Presentation is made insightfully, creatively or skillfully. Awareness of audience demonstrated through form, language, and presence (e.g. eye contact). Innovatively or	Main ideas are clearly outlined with a good attempt to provide insight or creativity to the presentation. Provides adequate transitions. Awareness of audience partially	Vague or multiple purposes with inconsistent development of ideas. Some attempt is made to provide insight or creativity to the presentation. Sense of audience wavers	Inadequate organization with no attempt to provide insight or creativity. Inappropriate or insufficient details to support ideas. Unfocused sense of

	skillfully delivered presentation augments the well-researched evidence and documentation. Generates enthusiasm about topic.	demonstrated through form, language, and presence. Shows enthusiasm for topic	(e.g. little eye contact). Shows some interest for topic.	audience (e.g. looks only at notes or away from audience). Lacks interest in topic.
<b>Critical Thinking (15%)</b>	Identifies the most important arguments pro and con. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments pro and con. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
<b>Spiritual Formation (10%)</b> <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ impacts the individual, interpersonal interaction, and the workplace.</i>	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.

### *Group Work Evaluations:*

All group members are expected to make significant contributions to their group's effort (see "Group Work in the Business Program"). To help ensure that grades accurately reflect the student's level of contribution, each student must submit a group evaluation form (available on the Moodle site) by 11:59 p.m. of the day of lecture immediately following the group presentation that will assess the relative contribution of each group member for each business case assignment. These evaluations will be taken into account when assigning individual grades for the group projects. Given the natural dynamic in group processes, greater weight will be given to the second of the two group work evaluations.

Based on this self and peer evaluation, when an individual student receives an average evaluation score lower than the average group evaluation score, the professor has the discretion to adjust grades for group work (both the written and presentation components) as follows

$$A - \left( \frac{G - I}{G} \right) * 50 = \text{Adjusted individual grade}$$



A = Group grade for a particular assignment (e.g., written report or presentation)

G = Average evaluation score for all group members

I = Average evaluation score for individual student

Example:

Following a successful group project, group members receive a group grade of 90% for the written report and 95% for the presentation. Following the evaluation, Student A gets an average group work evaluation score of 90% (based on the self and peer evaluation). Student B gets a score of 85% while Student C gets a score of 75%. The average group evaluation score  $(90\% + 85\% + 75\%)/3 = 83.3\%$ .

Since Student C's individual evaluation score is lower than the group average, his or her grades for the written report and the presentation could be adjusted as follows:

Written report:  $90 - ([83.3 - 75]/83.3) * 50 = 85.0$

Presentation:  $95 - ([83.3 - 75]/83.3) * 50 = 90.0$

Using another scenario, if Student C received an average evaluation score of 65% (assuming Student A and B received individual evaluation scores of 90% and 85%, respectively--the same as the previous example), then the new average group score would be 80% and Student C's adjusted scores could be adjusted as follows:

Written report:  $90 - ([80 - 65]/83.3) * 50 = 80.6$

Presentation:  $95 - ([80 - 65]/83.3) * 50 = 85.6$

Clearly, the goal is not to adjust downward fellow student's grades. However, the purpose of the group work is to encourage involvement by all team members. How team dynamics unfold will vary by group. Some team members may be gifted in the area of delivering presentations; others more gifted conducting analysis and research. Regardless of one's gifting, the emphasis is to creatively bring together the group members' unique gifts and abilities to fashion together a new whole. As noted, the grade adjustment is at the discretion of the professor. Minor differences in individual evaluation scores will likely not result in any adjustments to individual grades.

Note: Failure to submit the group work evaluation form (including the individual assessment) will result in a student not receiving a grade for the presentation portion of the case study.

## Grading Rubric – Group Work

<b>Rubric Criteria (weight)</b>	<b>Excelling (4.5 or 5 pts.)</b>	<b>Accomplished (3.5 or 4 pts.)</b>	<b>Developing (2.5 or 3 pts.)</b>	<b>Beginning (1.5 or 2 pts.)</b>
<b>Contribution Quality (30%)</b> <i>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous research, analyzes relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</i>	Input (such as research, analysis, writing, leadership, and presentation preparation) is always of high quality.	Input is mostly of high quality.	Input is occasionally of high quality.	Input is seldom of high quality.
<b>Respecting (15%)</b>	Always interacts with, encourages, listens to, and supports ideas of others.	Mostly interacts with, encourages, listens to, and supports ideas of others.	Occasionally interacts with, encourages, listens to, and supports ideas of others.	Seldom interacts with, encourages, listens to, and supports ideas of others.
<b>Workload (15%)</b>	Always shares tasks equally with group members; consistently does work when asked; works hard consistently.	Does almost as much as others; mostly does work when asked; mostly asks for help.	Does considerably less than others; occasionally does work when asked; occasionally asks for help.	Does very little; seldom works when asked; seldom asks for help.
<b>Group Discussions (15%)</b>	Contributes great effort to group discussions; shares thoughts and ideas.	Contributes good effort to group discussions; mostly shares thoughts and ideas.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas.	Seldom contributes to group discussions; seems disinterested.
<b>Meeting Deadlines (15%)</b>	Always completes assigned tasks on time.	Mostly completes assigned tasks on time; late input does not affect project quality.	Occasionally completes assigned tasks on time; late input somewhat affects project quality.	Seldom completes assigned tasks on time; late input impacts project quality.
<b>Conflict Resolution (10%)</b> <i>Conflict includes</i>	Addresses destructive conflict directly and	Generally acknowledges destructive	Passively accepts or ignores destructive	Actively fosters or engages in destructive

<i>communication about disagreements. It is not inherently good or bad. However, destructive conflict emerges when team members turn from addressing the primary issues and focus more on getting even, retaliating or hurting the other person(s).</i>	constructively, helps to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness, fosters group dialogue so as to prevent destructive conflict.	conflict, occasionally encourages others to address the issues and to redirect focus toward task at hand and away from destructive conflict.	conflict and the associated issues, neither resolves nor contributes to destructive conflict.	conflict.
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Business and the Bible Journal:

In order to think about how the Bible relates to the various business principles being studied, you will need to keep a journal of how Biblical passages of your own choosing relate to concepts learned in class. This assignment will be comprised of two parts. The first hand-in will be a series of *at least* five journal entries each covering a verse/passage with your own unique thoughts on how they relate to business (1-3 paragraphs for each – preferably derived from personal devotions and reflections). **Note: these journal entries should be in addition to the journal entry relating to the September 20<sup>th</sup> lecture by Thomas Caldwell on Christianity and Capitalism and Chapter 4 in the BUSN textbook.** Please submit the group of five journal entries and the Business Lecture journal entry at the same time.

The second hand-in later in the term should be written as a short paper (3-5 pages) discussing *at least* 5 additional verses/ passages that all focus around 1-2 main themes relating to business, building on each other to form a more in-depth reflection on a particular topic(s). Class time will be set aside twice throughout the term for overall group discussion of these journals.

Grading for the journal entries and the short paper based on the journal entries is based on the same rubric as the Business Lecture Journal Rubric as outlined previously.

Class Participation:

Another component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters (or other readings) ahead of time, completing homework assignments by due date that are required for in-class exercises, actively participate in group discussions, and displaying Christian character through respecting, encouraging, and listening to the ideas of others. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the business world. The ability and willingness to speak up in front of others is an important skill for students to

develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

*Grading Rubric – Class Participation*

<b>Rubric Criteria (weight)</b>	<b>Excelling (4.5 or 5 pts.)</b>	<b>Accomplished (3.5 or 4 pts.)</b>	<b>Developing (2.5 or 3 pts.)</b>	<b>Beginning (1.5 or 2 pts.)</b>
<b>Preparation (25%)</b>	Always completes homework assignments by due date that are required for in-class exercises, always reads the assigned chapters prior to class.	Mostly completes homework assignments by due date that are required for in-class exercises, mostly reads the assigned chapters prior to class.	Occasionally completes homework assignments by due date that are required for in-class exercises, occasionally reads the assigned chapters prior to class.	Seldom completes homework assignments by due date that are required for in-class exercises, seldom reads the assigned chapters prior to class.
<b>Group Discussions (35%)</b>	Attends all or most classes, contributes great effort to group discussions; shares thoughts and ideas.	Attends most classes, contributes good effort to group discussions; mostly shares thoughts and ideas.	Attends most classes, contributes occasionally to group discussions; occasionally shares thoughts and ideas.	Seldom attends classes, seldom contributes to group discussions; seems disinterested.
<b>Contribution Quality (25%)</b> <i>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</i>	Input is always of high quality.	Input is mostly of high quality.	Input is occasionally of high quality.	Input is not of high quality.
<b>Respecting (15%)</b>	Always interacts with, encourages, and listens to ideas of others.	Mostly interacts with, encourages, and listens to ideas of others.	Occasionally interacts with, encourages, and listens to ideas of others.	Seldom interacts with, encourages, and listens to ideas of others.

## Grading

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

To pass the course, students must achieve an overall grade of at least 50% and as noted earlier, must earn a combined passing grade on the non-group work elements of the course. Failure to submit an assignment or write an exam on the assigned date without legitimate reason (i.e. evidenced illness) or prior approval of the instructor may result in a failed grade for the course. In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

All exams must include the student's ID number.

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

*September 18, 2011, is the last day to enter a course without permission or to withdraw from a course without incurring a financial penalty in terms of tuition refund.*

*November 14, 2011, is the last day to voluntarily withdraw from a course or change to audit without academic penalty.*

*Course withdrawal forms are available from the Registrar. Students who do not follow the proper withdrawal procedures will be recorded as having failed the course.*

### **In-class Use of Electronic Devices**

*The use of personal electronic devices by students in-class is purely at the discretion of the instructor. The use of music players, earphones, cell phones, PDAs, or any other personal entertainment devices will not be allowed in-class at any time. Typically, laptop or notebook computers may be utilized only for taking notes or reviewing course materials if necessary. However, if laptop use becomes a distraction for other students in the class, or is used for activities that are not class-related (i.e. Internet browsing, playing games, watching videos, emailing, chatting, etc.), the instructor will ask the*

*student to stop using the laptop and put it away, and make a deduction to the student's course participation grade – 20% deduction for first instances; additional 40% deduction and loss of laptop use for the remainder of the semester for any repeat instances.*

*Audio or video recording of class lectures is strictly prohibited without the prior expressed consent of the instructor.*

### **Important Notes**

*Students are advised to retain this syllabus for their records. It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).*

*Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."*

*Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from Ambrose. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.*

*Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student's registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.*

*Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. Students intending to withdraw from some or all of their courses must submit a completed Registration form to the Registrar's office. The dates by which students may voluntarily withdraw from a course without penalty are listed in the Calendar of Events. A grade of 'W' will be recorded on the student's transcript for*

*any withdrawals from courses made after the end of the Registration Revision period and before the Withdrawal Deadline (also listed in the Calendar of Events). 'W' grades are not included in grade point average calculations. A limit on the number of courses from which Academic a student is permitted to withdraw may be imposed. Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.*

*An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.*

**BUS100 Introduction to Business  
Weekly Reading and Assignment Schedule**

Date	Class Topic/Chapter Title	Text chapters
Sept 7 <sup>th</sup>	Introduction and course overview	
Sept 9 <sup>th</sup>	<b>Business now:</b> Change is the only constant	1
Sept 14 <sup>th</sup>	<b>Economics:</b> The framework of business	2
Sept 16 <sup>th</sup>	<b>Business ethics and social responsibility:</b> Doing well by doing good	4
Sept 20 <sup>th</sup>	<b>Business Lecture Series: Thomas Caldwell – Christianity and Capitalism</b> <i>Note: the lecture takes place at 7 p.m. on campus.</i>	
Sept 21 <sup>st</sup>	<b>The world marketplace:</b> Business without borders	3
Sept 23 <sup>rd</sup>	<b>Business formation:</b> Choosing the form that fits <i>Assignment: Final submission of Group Quiz #1 due by 11:59 p.m.</i>	6
Sept 28 <sup>th</sup>	<b>No class</b> – Ambrose Community Day	
Sept 30 <sup>th</sup>	<b>Small business and entrepreneurship:</b> Economic rocket fuel <i>Assignment: Hand-in Business and the Bible Journal Entries #1 AND Business Lecture Journal Entry</i> <i>Discussion of Business and the Bible Journals #1</i>	7
Oct 5 <sup>th</sup>	<i>Business case class:</i> Effectively writing and presenting a business case study	
Oct 7 <sup>th</sup>	<b>Marketing:</b> Building profitable customer connections	11
Oct 12 <sup>th</sup>	<b>Management, motivation, and leadership:</b> Bringing business to life	15
Oct 14 <sup>th</sup>	<b>Business communication:</b> Creating and delivering messages that matter <i>Review for mid-term exam</i> <i>Assignment: Final submission of Group Quiz #2 due by 11:59 p.m.</i>	5
Oct 19 <sup>th</sup>	<b>Mid-term exam (covering class material up to and including Oct. 12<sup>th</sup>)</b>	
Oct 21 <sup>st</sup>	<b>No lecture</b> – Group work on case study reports	
Oct 26 <sup>th</sup>	<b>Human resource management:</b> Building a top-quality workforce	16



Oct 28 <sup>th</sup>	<b>Accounting:</b> Decision making by the numbers <i>Review and discussion of mid-term exam</i>	8
Nov 2 <sup>nd</sup>	<b>Assignment:</b> Group case study #1 written reports due at beginning of class <b>Assignment:</b> Group presentations of case study	
Nov 4 <sup>th</sup>	<b>Finance:</b> Acquiring and using funds to maximize value <b>Assignment:</b> Submit Group Work Evaluation Form by 11:59 p.m.	9
Nov 9 <sup>th</sup>	<i>Review and discussion of case study #1</i>	
Nov 10 <sup>th</sup>	<b>Assignment:</b> Final submission of Group Quiz #3 due by 11:59 p.m.	
Nov 11 <sup>th</sup>	<b>No class</b> – Remembrance Day	
Nov 16 <sup>th</sup>	<b>Distribution and pricing:</b> Right product, right person, right place, right price <b>Assignment:</b> Hand-in Business and the Bible Journal Entries #2 and Paper <i>Discussion of Business and the Bible Journals #2/Paper</i>	13
Nov 18 <sup>th</sup>	<b>Marketing promotion:</b> Delivering high impact messages	14
Nov 23 <sup>rd</sup>	<b>Managing information and technology:</b> Finding new ways to learn and link	17
Nov 25 <sup>th</sup>	<b>Securities markets:</b> Trading financial resources Discussion of current events & business in the news	10
Nov 30 <sup>th</sup>	<b>Assignment:</b> Group case study #2 written reports due at beginning of class <b>Assignment:</b> Group presentations of case study	
Dec 2 <sup>nd</sup>	<i>Review and discussion of case study #2</i> <b>Assignment:</b> Submit Group Work Evaluation Form by 11:59 p.m.	
Dec 6 <sup>th</sup>	<b>Assignment:</b> Final submission of Group Quiz #4 due by 11:59 p.m.	
Dec 7 <sup>th</sup>	<i>Course review for final exam</i>	
Dec 13 <sup>th</sup>	<b>Final Exam</b> (as scheduled by Registrar). Please note that the exam schedule is subject to change without notice. Updated exam schedules can be found on the Ambrose website: <a href="https://www.ambrose.edu/page.aspx?pid=524">https://www.ambrose.edu/page.aspx?pid=524</a> )	

*Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.*