



**BUS 100 Introduction to Business Administration
(3 credit hours)
Fall 2012**

Class Schedule

Time: Wednesdays & Fridays, 4:00 - 5:15pm
Location: Room A2133

Instructor Information

Instructor: Professor Randy Poon, MBA, PhD (Cand.)
Phone: 410-2000 (ext. 6513)
Email: RPoon@ambrose.edu
Office: Room #2055
Office hours:

- Wednesday and Fridays 11:15 a.m. - 12:30 p.m.
- Tuesday and Thursdays 1:15 - 2:30 p.m.
- By appointment

Course Description & Objectives

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.

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) 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:

Group Case #1 – Netflix

Group Case #2 – RIM: Sincerely, a RIM employee

Individual Case – Huron Farms

Course Requirements & Evaluation

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

Midterm Exam	20%*
Final Exam	20%*
Business Case Studies (done in groups):	
- Case #1: Written Report & Presentation	15%
- Case #2: Written Report & Presentation	15%
Accounting & Finance Case Study (Individual)	10%*
Business and the Bible Journal Entries	10%*
Class Participation and Attendance	10%*

To pass the course, students must achieve an overall grade of at least 50%, AND must obtain at least 50% (35 of 70) on the individual student elements (marked by an asterisk above). 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.

Please note that attendance is taken for this course. Penalties for non-attendance are indicated in the Class Participation and Attendance below.

Business Cases:

There are three business cases in this class: one individual and two group cases. Students will be assigned to a group, which will both prepare a written report and an in-class presentation (Note: marks for the group business cases will be based 60% on the written report assessment and 40% on the class presentation assessment.) 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)

As mentioned, each business case will also require an in-class presentation, 12-15 minutes in length, summarizing your analysis and recommendations for the case study. Group members should also allow for an additional 3-5 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”.

The individual case will be tied to the Accounting and Finance chapters and will involve preparing financial reports and ratios. While there is no in-class presentation, there will be a class discussion of your findings. This brief written report (including financial reports and ratios) should be 4-5 pages in length.

Grading Rubric – Written Reports

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Purpose and Content (30%)	The written document has a well-developed thesis and addresses most or all the issues at stake. The assignment	The written document has a workable thesis and identifies many of the issues at stake. The assignment contains adequate	The written document has some elements of a thesis but it is largely undeveloped or unclear. Many of the key issues are	The written document is lacking in elements required with many gaps in the information presented. Key

	demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	evidence to support its claims, and would benefit from more research and development of relevant points.	not addressed. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	issues are largely not addressed. The assignment needs more details on every level (main ideas, specific ideas, and examples).
Critical Thinking (20%)	Identifies the most important arguments, as well as their pros and cons. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments, and their pros and cons. 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.
Structure and Organization (20%)	Structure of the assignment is very clear and easy to follow. Transitions maintain an overall flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the assignment. Conclusion is logical, and for the most part, flows from the rest of the assignment.	Structure of the assignment is not easy to follow. Transitions need much 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.

Mechanics (20%)	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.
Spiritual Formation (10%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which one's faith in Christ impacts the topics in question.</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.

Grading Rubric – Presentations

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Creativity and Graphics (35%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. They also explain and reinforce the text and presentation.	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and presentation.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation.
Communication and Delivery (30%)	Oral presentation delivered with clear, confident, well-paced voice(s) so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (seldom	Oral presentation delivered with clear, mostly confident voice(s) so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes with little	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from

	referring to notes). Generate(s) significant enthusiasm about topic. Presenters show significant interest in topic.	contact (frequently referring to notes). Generates some interest about topic. Presenters largely show interest in topic.	eye contact). Generates little interest about topic. Presenters show some interest in topic	audience). Generates little or no interest about topic. Presenters lack(s) interest in topic.
Structure and Organization (20%)	Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation.	Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation.	Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation.	Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts.
Mechanics (10%)	Presentation has no misspellings or grammatical errors.	Presentation has no more than three misspellings and/or grammatical errors.	Presentation has between four to five misspellings and/or grammatical errors.	Presentation has six or more misspellings and/or grammatical errors.
Subject Knowledge (5%)	Presenter(s) demonstrate(s) full knowledge (more than required) by answering all class questions with explanations and elaboration.	Presenter(s) is/are at ease with expected answers to all questions, but fail(s) to elaborate.	Presenter(s) is/are uncomfortable with information and is/are able to answer only rudimentary questions.	Presenter(s) do/does not have grasp of information; presenter(s) cannot answer questions about subject.

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).

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 may result in a student not receiving a grade for the case study.

Grading Rubric – Group Work

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Workload and Meeting Deadlines (45%)	Always shares tasks equally with group members; consistently does work when asked; works hard consistently. Always completes assigned tasks on time.	Does almost as much as others; mostly does work when asked; mostly asks for help. Mostly completes assigned tasks on time; late input does not affect project quality.	Does considerably less than others; occasionally does work when asked; occasionally asks for help. Occasionally completes assigned tasks on time; late input somewhat affects project quality.	Does very little; seldom works when asked; seldom asks for help. Seldom completes assigned tasks on time; late input impacts project quality.
Contribution Quality (35%) <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 discussion at group meetings, research and analysis, writing, 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.

Respecting (20%)	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.
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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. A single grade will be assessed for all 5 journal entries; however, students will be required to submit these journal entries approximately every other week. Each journal entry will cover a verse/passage with your own unique thoughts on how they relate to business (2-3 paragraphs for each – preferably derived from personal devotions and reflections). Class time will be set aside throughout the term for overall group discussion of these journals.

Grading Rubric – Business and the Bible Journal Entries

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Purpose and Content (40%)	Journal entries consistently address the concepts learned in class. All ten journal entries (each containing a verse or passage) are submitted.	Journal entries generally address the concepts learned in class or presented. 8-9 journal entries (each containing a verse or passage) are submitted.	Journal entries occasionally address the concepts learned in class. 6-7 journal entries (each containing a verse or passage) are submitted.	Journal entries seldom address the concepts learned in class. Fewer than six journal entries (each containing a verse or passage) are submitted
Spiritual Formation (30%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which faith 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.

Critical Thinking (30%)	Thoughtfully identifies and addresses the interaction between Scripture, business concepts, and one's own reflections.	Generally identifies and addresses the interaction between Scripture, business concepts, and one's own reflections.	Occasionally identifies and addresses the interaction between Scripture, business concepts, and one's own reflections.	Journal entries seldom address the interaction between Scripture, business concepts, and one's own reflections.
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Class Participation and Attendance:

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 upstanding 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/Attendance

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Group Discussions and Contribution Quality (40%) <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,</i>	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

<i>expands the group's/class' perspective.</i>				
Attendance (40%) (includes excused or unexcused absences)	Misses no more than 1 class (5 pts.); misses 2 classes (4.5 pts.)	Misses 3-4 classes (4 pts).	Misses 5 classes (3 pts.)	Misses 6 classes (1.25 pts.); misses greater than 6 classes (0 pts.)
Respecting (20%)	Always interacts with, encourages, and listens to ideas of others; always demonstrates attentiveness in class.	Mostly interacts with, encourages, and listens to ideas of others; mostly demonstrates attentiveness in class.	Occasionally interacts with, encourages, and listens to ideas of others; occasionally demonstrates attentiveness in class.	Seldom interacts with, encourages, and listens to ideas of others; seldom demonstrates attentiveness in class.

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.

Examinations:

Final examinations are held during a scheduled time period at the end of the semester for regular semester classes and are scheduled by the Registrar. The final exam for this course is currently scheduled to be Thursday, December 6th. Please note that the exam schedule is subject to change without notice. Updated exam schedules can be found on the Ambrose website:

<https://www.ambrose.edu/page.aspx?pid=524>)

Please note: Students may request revised final exams if they have three exams in one 24-hour period or two exams at the same time. Final exam schedule revision request forms are available at the Registrar's Office and must be handed in by Monday, October 29, 2012. If you do not have your request in by this date, all exams within a 24-hour period will have to be written as scheduled. If you have two exams at the same time, you will be given four hours to write both exams.

Graded final examinations will be available for supervised review at the request of the student. Please contact your instructor.

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

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.

Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (drop) – Sunday, September 16, 2012 These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a new policy, that came into effect in the 2010-2011 academic year.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (withdraw) – Monday, November 12, 2012. A grade of "W" will appear on the student's transcript.

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.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or

to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

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.

Extensions

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 Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. 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 the university college. Students are expected to be familiar with the policies 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.

Students are strongly advised to retain this syllabus for their records.

**BUS 100 Introduction to Business
Weekly Reading and Assignment Schedule**

Date	Class Topic/Chapter Title	Text chapters
Sept 5 th	CLASS: Introduction and course overview	
Sept 7 th	LECTURE: Business now: Change is the only constant	1
Sept 12 th	LECTURE: Economics: The framework of business	2
Sept 14 th	LECTURE: The world marketplace: Business without borders	3
Sept 19 th	LECTURE: Business ethics and social responsibility: Doing well by doing good	4
Sept 21 st	Reading and class discussion – Social entrepreneurship Assignment: Business and the Bible Journal Entry #1 due in Moodle by 11:59 p.m.	Assigned readings
Sept 26 th	NO CLASS – Ambrose Spiritual Emphasis Days	
Sept 28 th	LECTURE: Business formation: Choosing the form that fits	6
Oct 3 rd	LECTURE: Small business and entrepreneurship: Economic rocket fuel	7
Oct 5 th	CLASS: <ul style="list-style-type: none"> • Effectively writing and presenting a business case study • Review for mid-term exam Assignment: Business and the Bible Journal Entry #2 due in Moodle by 11:59 p.m.	
Oct 10 th	Mid-term exam	
Oct 12 th	LECTURE: Marketing: Building profitable customer connections	11
Oct 17 th	LECTURE: <ul style="list-style-type: none"> • Review and discussion of mid-term exam • Discussion of Business and the Bible Journals 	
Oct 19 th	LECTURE: Marketing: The 4Ps - Product, price, place, and promotion	12-14

	Assignment: Business and the Bible Journal Entry #3 due in Moodle by 11:59 p.m.	
Oct 24 th	In-class group work on case studies	
Oct 26 th	Reading and class discussion – Marketing	Assigned readings
Oct 30 th	Assignment: Group case study #1 written reports due in Moodle by 11:59 p.m. (regardless of presentation date)	
Oct 31 st	Assignment: In-class group presentations of case study	
Nov 2 nd	Assignment: In-class group presentations of case study <ul style="list-style-type: none"> Review and discussion of case study #1 Assignment: Group Work Evaluation Form due in Moodle by 11:59 p.m.	
Nov 7 th	LECTURE: Accounting: Decision making by the numbers Additional Reading Assignment: Huron Farms case	8 Assigned readings
Nov 9 th	LECTURE: Finance: Acquiring and using funds to maximize value Assignment: Business and the Bible Journal Entry #4 due in Moodle by 11:59 p.m.	9
Nov 13 th	Assignment: Huron Farms case study due in Moodle by 11:59 p.m	
Nov 14 th	Reading and class discussion – Huron Farms Case	
Nov 16 th	LECTURE: Management, motivation, and leadership: Bringing business to life	15
Nov 21 st	Reading and class discussion – Leadership	Assigned readings
Nov 23 rd	Human resource management: Building a top-quality workforce Assignment: Business and the Bible Journal Entry #5 due in Moodle by 11:59 p.m	16
Nov 27 th	Assignment: Group case study #2 written reports due in Moodle by 11:59 p.m (regardless of presentation date)	
Nov 28 th	Assignment: In-class group presentations of case study	
Nov 30 th	Assignment: In-class group presentations of case study CLASS:	

	<ul style="list-style-type: none"> • Course review for final exam. <p>Assignment: Group Work Eval. Form due in Moodle by 11:59 p.m.</p>	
Dec 5 th	<p>CLASS:</p> <ul style="list-style-type: none"> • Review and discussion of case study #2 • Discussion of Business and the Bible Journals 	
Dec 6 th	<p>Final Exam (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: https://www.ambrose.edu/page.aspx?pid=524)</p>	

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.