

BUS 100 - 1

Introduction to Business

Semester: Fall 2014
Days: Tuesday and Thursdays
1:00 – 2:15 p.m.
Room: A1085-2

Number of credits: 3

Prerequisite:
None

Instructor: Randy Poon
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Phone: 403-410-2000 (ext. 6513)
Office: L2055
Office hours:

- Tuesday and Thursday 9:45—11:00
- Wednesday and Friday 11:15—12:00
- 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.

Important Dates:

- First day of classes: September 3, 2014
- Registration revision period: September 14, 2014
- Last day to request revised examination: October 27, 2014
- Last day to withdraw from course: November 12, 2014
- Last day to apply for time extension for coursework: November 24, 2014
- Last day of classes: December 9, 2014

Final Exam: Friday, December 12
Time: 1:00 – 4:00
Room: A2131

Expected Learning Outcomes:

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.

Textbook and Readings:

Kelly, M., McGowen, J., McKenzie, H. F., & Snow, K (2013). BUSN, 2nd Canadian edition. Toronto: Nelson.

Additional assigned readings (TBD)

Course Requirements and Evaluation:

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

Corporate Social Responsibility Mini-Report	10%
Practice Essay Questions (1% per week for 10 weeks)	10%
Group Mini-Case Study	15%
• The grade will be based 40% on report; 30% on presentation; 30% on discussion facilitation	
Midterm 1 Exam	15%
Midterm 2 Exam	20%
Final Exam (non-cumulative)	20%
Class Participation/Attendance	10%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. Late assignments will lose 10% per day late. Assignments will not be accepted more than 5 days late.

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.

Outline:

Corporate Social Responsibility Mini-Report

Ambrose University along with its partners will be hosting the Soul of the Next Economy Forum on October 3-4 (<http://www.nexteconomyforum.com>). Your assignment is to attend the Friday evening session (October 3rd) and then prepare a two-page report (minimum 700 words) on the theme of corporate social responsibility (CSR). Your report should include the following:

- Explain what is corporate social responsibility (use at least two external sources other than the textbook or the forum speakers). Outline the benefits and the challenges practically implementing CSR.
- Highlight one of the companies featured during the Friday night panel and how their firm demonstrates CSR.
- Conclude the report by indicating how you feel corporate social responsibility will help shape the soul of the next economy.

Group Mini-Case Study

Students will be assigned to a groups of 4 participants. Each group will select a chapter and conduct a mini-case study analysis (see below) of a case study scenario related to that chapter (including but certainly not limited to the questions accompanying the case). Groups will produce a 3-4 page written case study, as well as present their findings during class. In addition to the presentation, groups will facilitate a class discussion that integrates the case study with the chapter's material. The combination of the presentation and the class discussion should take about 30 minutes.

The written report should be formatted as follows: 12-point font, 1½ line spacing, 1-inch margins, plus a bibliography or works cited page, and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear, and free of grammatical mistakes. You are encouraged to use external sources to help illustrate your case.

The in-class presentation should summarize your analysis and considerations for the case. As mentioned, part of your presentation will include asking questions of the class (i.e., not those in your case study group) and facilitating a discussion about the case study, it's key issues, the major considerations that you've raised, and how this ties back to the chapter. The presentation and class discussion should be informative and interesting; try to make it a learning experience for the class.

Mini-Case Study Method Analysis

- Key Issues (.5-1 page)
- SWOT Analysis (1-1.5 pages)
- Alternatives, Considerations and Conclusion (1.5 pages)

Weekly Short Essay Question

The course material will be covered using the following format: two classes will be devoted to each chapter or topic. The first of these two classes will be devoted to a lecture pertaining to a particular chapter or topic; the second class will involve (in addition to the group minie-case study presentation) interactive exercises, plus an opportunity to review a short essay question. The question will be given at the end of the first class (posted in Moodle) and will be due in Moodle prior to the beginning of the second class. The responses should be between 150-200 words. Note: the length of your response is not the issue. What's more important is that you thoroughly answer the question. There will be 11 of these weekly questions; the best 10 of your responses (worth 1% each) will count toward your final grade. These questions will be in the same style (although not the exact same questions) that will be found in the midterms and final exam. If you do not submit your response PRIOR to class, you will receive a zero for that week's question.

The purpose of these weekly questions is to help you think through the material and ultimately to prepare you for the exams.

Assignment Rubrics:

Grading Rubric – Written Reports

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (40%)	The written document has a well-developed and supported thesis. The assignment demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	The written document has a workable thesis. Arguments are mostly supported. The assignment contains adequate evidence to support its claims, and would benefit from more research and development of relevant points.	The written document has some elements of a thesis but it is largely undeveloped or unclear. Arguments are somewhat supported. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	The written document is lacking in elements required with many gaps in the information presented. Arguments are not supported. The assignment needs more details on every level (main ideas, specific ideas, and examples).
Critical Thinking (20%)	Goes above and beyond identifying the most obvious issues and arguments and raises intriguing issues that are well supported. Challenges existing assumptions. Thoughtfully and thoroughly analyzes and evaluates alternative (beyond the major) points of view	Raises all the key issues and identifies relevant arguments (largely the most obvious ones) and their pros and cons. Offers thorough analyses and evaluations of the major points of view.	Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not address the key issues and 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, punctuation, and writing style (i.e., APA or MLA). Language is clear and precise. All arguments are properly cited.	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. Most arguments are properly cited.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, and writing style errors. Some arguments are properly cited.	Paper lacks basic control over mechanics and contains excessive proof-reading errors. Arguments are not properly cited.
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Grading Rubric – Group Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (40%)	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 referring to notes). Generate(s) significant enthusiasm about topic. Presenters show significant interest in topic.	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 contact (frequently referring to notes). Generates some interest about topic. Presenters largely show interest in topic.	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 eye contact). Generates little interest about topic. Presenters show some interest in topic.	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 audience). Generates little or no interest about topic. Presenters lack interest in topic.

<p>Creativity, Graphics, Structure and Mechanics (30%)</p>	<p>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. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.</p>	<p>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. Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation has no more than three misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and 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. Presentation has between four to five misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has more than six misspellings, grammatical errors, or formatting errors</p>
<p>Facilitation of Discussion (30%)</p>	<p>Group asks several probing questions of audience so as to ensure their comprehension of material, to elicit their opinions regarding the subject matter, or to offer additional insight or examples. Group thoroughly engages the audience.</p>	<p>Group asks a probing question of audience so as to ensure their comprehension of material, to elicit their opinions regarding the subject matter, or to offer additional insight or examples. Group somewhat engages the audience.</p>	<p>Group asks the type of questions that generally result in audience repeating what has already been said. Group does not really engage audience.</p>	<p>Group fails to ask questions following their presentation (0%).</p>

Class Participation and Attendance:

A key 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 ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the marketplace (either nonprofit or for-profit). 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 (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (50%) (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Misses no more than one class (100%); misses two classes (85%)	Misses three classes (72%).	Misses four classes (60%)	Misses five or more classes (0%)
Group Discussions and Contribution Quality (50%) 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.	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.

Grade Summary:

The available letters for course grades are as follows:

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

Weekly Reading and Assignment Schedule:

Date	Class Topic/Chapter Title	Text chapters
Sep 4 th	Course Overview Business now: Change is the only constant	Kelly 1
Sep 9 th	Chapter 1: Interactive exercises Modified case study method example	
Sep 11 th	Business ethics and social responsibility: Doing well by doing good	Kelly 3
Sep 16 th	Chapter 3: Interactive exercises and group mini-case study presentation Weekly short essay question due in Moodle prior to class	
Sep 18 th	Economics: The framework for business	Kelly 4
Sep 23 rd	Chapter 4: Interactive exercises and group mini-case study presentation Weekly short essay question due in Moodle prior to class	
Sep 25 th	No Class (Spiritual Emphasis Day)	
Sep 30 th	Business Formation: Choosing the form that fits	Kelly 5
Oct 2 nd	Chapter 5: Interactive exercises and group mini-case study presentation Weekly short essay question due in Moodle prior to class	
Oct 7 th	Midterm 1 Exam (Chapters 1, 3, 4, 5, and all associated discussions)	
Oct 9 th	Small business and entrepreneurship: Economic rocket fuel Post-forum discussion	Kelly 6
Oct 14 th	Chapter 6: Interactive exercises and group mini-case study presentation Weekly short essay question due in Moodle prior to class	
Oct 16 th	Marketing: Building profitable customer connections	Kelly 10
Oct 17 th	Assignment: Corporate Social Responsibility Mini-Report due in Moodle by 11:59 p.m.	
Oct 21 st	Chapter 10: Interactive exercises and group mini-case study	

	presentation Weekly short essay question due in Moodle prior to class	
Oct 23 rd	Accounting: Decision making by the numbers	Kelly 7
Oct 28 th	Chapter 7: Interactive exercises and group mini-case study presentation Weekly short essay question due in Moodle prior to class	
Oct 30 th	Finance: Acquiring and using funds to maximize value	Kelly 8
Nov 4 th	Chapter 8: Interactive exercises and group mini-case study presentation Weekly short essay question due in Moodle prior to class	
Nov 6 th	Midterm 2 Exam (Chapters 6, 7, 8, 10, and all associated discussions)	
Nov 11 th	No Class (Remembrance Day)	
Nov 13 th	Management, motivation, and leadership: Bringing business to life	Kelly 13
Nov 18 th	Chapter 13: Interactive exercises and group mini-case study presentation Weekly short essay question due in Moodle prior to class	
Nov 20 th	Human resource management: Building a top-quality workforce	Kelly 14
Nov 25 th	Chapter 14: Interactive exercises and group mini-case study presentation Weekly short essay question due in Moodle prior to class	
Nov 27 th	International community development and microfinance	Assigned Readings
Dec 2 nd	Interactive exercises and group mini-case study presentation Weekly short essay question due in Moodle prior to class	
Dec 4 th	Business Law/Personal Finance	Kelly Appendix 2-3
Dec 9 th	Interactive exercises and group mini-case study presentation Weekly short essay question due in Moodle prior to class	

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.

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. 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.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

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 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 deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

Appeal of Grade

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.

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 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.

Please note that all assignments submitted via Moodle (with the exception of journal-style assignments that disclose personal information) are subject for submission into Turnitin, an online service used to identify and prevent plagiarism. The service maintains a digital repository or database of submitted student papers, Internet pages, books, journals, and periodicals. Assignments are checked against this repository and in turn, become part of the database for an indefinite period, so that other submissions are also compared with it for originality. Assignments are stored both in an original form and in an "electronic fingerprint" form. The original form of the document is only available to the original author and the instructor of the course from which the document was submitted. Other documents submitted to Turnitin are compared to the electronic fingerprint. If a future document submitted to Turnitin matches a student's assignment, the student's privacy will be maintained and as such, his or her name will not be disclosed. Students also retain copyright to the works submitted into Turnitin.

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