

Class Information		Instructor Information		First day of classes:	Wed., Sept. 9, 2015
Days:	Tues./Thurs.	Instructor:	Dr. Randy Poon, PhD	Last day to add/drop, or change to audit:	Sun., Sept 20, 2015
Time:	8:15 – 9:30 a.m.	Email:	rpoon@ambrose.edu	Last day to request revised exam:	Mon., Oct. 26, 2015
Room:	A2131	Phone:	403.410.2000 (x6513)	Last day to withdraw from course:	Thu., Nov. 12, 2015
Lab/ Tutorial:		Office:	L2055	Last day to apply for time extension for coursework:	Mon., Nov 23, 2015
Final Exam: Thursday, December 17 1:00 – 4:00 in room A2131		Office Hrs.:	T/TH 9:30 – 11:00 W/F 11:15 – 12:00 or by appointment	Last day of classes:	Mon., Dec 14, 2015

Textbook and Readings:

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

Van Duzer, J. R. (2010). Why business matters to God. Downer's Grove, IL: InterVarsity Press.

Additional assigned readings (TBD)

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.

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.

Course Requirements and Evaluation:

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

Soul of the Next Economy Mini-Report	15.0%
Group Chapter Exercise	12.5%
Midterm 1 Exam	17.5%
Midterm 2 Exam	17.5%
Final Exam (cumulative)	25.0%
Class Participation/Attendance	12.5%

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.

COURSE ASSIGNMENTS:

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 and chapter review cards 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 for-profit or nonprofit). 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	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	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class	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.

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.	quality.	is mostly of high quality.	questions. Input is occasionally of high quality.	
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Soul of the Next Economy Mini-Report

Ambrose University along with its partners will be hosting the Soul of the Next Economy Forum on September 25-26 (<http://www.nexteconomyforum.com>). Your assignment is to attend the **Saturday sessions (September 26th)** and then prepare a 1000-word report on one of the Forum's keys themes: 1) corporate social responsibility, 2) social enterprise, or 3) community economic development. Your report should include the following:

- Briefly explain the theme that you chose. For example, "what is corporate social responsibility?" or "what is a social enterprise?" Use at least two external sources other than the textbook or the forum speakers to support your explanation.
- Outline some of the benefits and challenges facing those involved with this theme.
- Highlight one of the companies featured during the Saturday sessions and how this company implements this theme.
- Your report should specifically address one or two key concepts covered in the "Why Business Matters to God" textbook and lectures.
- Conclude the report by linking the particular theme and the Why Business Matters to God concept(s), and how this relates to shaping the soul of the next economy (be sure you explain what "shaping the soul of the next economy" means to you).

Grading Rubric – Written Reports

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	My paper fully addresses the assignment's objectives. I have a well-developed and supported thesis. I develop my ideas and focus on relevant details.	My paper largely addresses the assignment's objectives. I have a workable and mostly supported thesis. I generally develop my details, although I do get a little unfocused occasionally.	My paper misses some of the assignment's objectives. It has some elements of a thesis, but is not well developed and it is somewhat unclear.	My paper doesn't really get at the assignment's objectives. It does not have a sense of direction and is often unclear.
Critical Thinking (25%)	My paper goes above and beyond identifying the most obvious issues. I make claims that may be controversial but at the same time I give clear and accurate reasons in support of my claim, including a discussion of the reasons against my claim and why it is still valid.	My paper raises the more obvious issues. If I make controversial claims, they are not fully supported. Otherwise, I present fairly standard claims with good support.	My paper raises some of the key issues. My claims are fairly standard with some limited support.	My paper does not address the key issues. Whatever I claims I make are inadequately supported.

Voice and tone (15%)	It sounds like I care about my argument. That which I care about is embodied in the paper. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but my paper could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
Organization (15%)	My writing has a compelling opening, an informative middle, and a very satisfying conclusion.	My writing has an acceptable beginning, middle, and end.	My organization is rough but workable. I may sometimes get off topic.	My writing is aimless and disorganized.
Mechanics: Conventions and Sentence Fluency (15%)	My paper uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths. I follow the conventions of the APA or MLA writing style and use these for citations in my paper and in my reference/works cited section.	I have a few errors to fix, but I generally use correct conventions. I have well-constructed sentences. My essay marches along but doesn't dance. I generally follow APA or MLA writing style, but I'm inconsistent in its usage.	I have enough errors in my essay to distract a reader. My sentences are often awkward, run-ons, or fragments. My paper suggests that I have an idea what APA or MLA is, but I am mostly guessing as to what is a writing style.	Numerous errors make my paper hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. My paper suggests that I don't know what APA or MLA is or I don't cite my sources.

Chapter Assignment:

The concepts included in each chapter aren't simply words on a page. Every day we see these concepts demonstrated through events both here in Canada and abroad.

- In groups of four, choose a chapter on which to focus.
- Select one or two learning objectives (LO) from the chapter's review card (these are found at the end of the textbook and will also be posted in Moodle).
- Choose a news article from the last year that illustrates the learning objective(s).
- In a presentation to class:
 - Explain the learning objective(s) (5-7 minutes)
 - Highlight your news article (5-7 minutes)
 - Explain how your news article illustrates the learning objective(s) (5-7 minutes)
 - Ask the class questions and facilitate a discussion to ensure the class understands the learning objective(s) and sees the link between your news article and the learning objective(s) (12-15 minutes)
- Groups will have 30-35 minutes in total.
- The grade will be based 30% on explanation of the learning objective(s); 20% on the choice of news article; 20% on linking the article to the learning objective(s); and 30% on the quality of the questions asked and the discussion facilitation.

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	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Weekly Reading and Assignment Schedule

Date	Class Topic/Chapter Title	Text chapters
Sep 10 th	Course Overview Business now: Change is the only constant	Kelly 1
Sep 15 th	Why business matters to God: In the beginning	Van Duzer 1
Sep 17 th	Why business matters to God: Broken	Van Duzer 2
Sep 22 nd	Why business matters to God: In the end	Van Duzer 3
Sep 24 th	Social responsibility: Doing well by doing good	Kelly 3
Sep 29 th	Chapter 3: Forum discussion and group chapter presentation/discussion	
Oct 1 st	No Class (Spiritual Emphasis Day)	
Oct 6 th	Economics: The framework for business	Kelly 4
Oct 8 th	Chapter 4: Second look and group chapter presentation/discussion	

Oct 13 th	Midterm 1 Exam (Kelly Chapters 1, 3, 4, Van Duzer Chapters 1, 2, 3, and all associated discussions from Kelly and Van Duzer material)	
Oct 15 th	No class (students can finalize their Soul of the Next Economy Mini-Report)	
Oct 16 th	Assignment: Soul of the Next Economy Mini-Report due in Moodle by 11:59 p.m.	
Oct 20 th	Business Formation: Choosing the form that fits	Kelly 5
Oct 22 nd	Chapter 5: Second look and group chapter presentation/discussion	
Oct 27 th	Small business and entrepreneurship: Economic rocket fuel	Kelly 6
Oct 29 th	Chapter 6: Second look and group chapter presentation/discussion	
Nov 3 rd	Marketing: Building profitable customer connections	Kelly 10
Nov 5 th	Chapter 10: Second look and group chapter presentation/discussion	
Nov 10 th	Accounting: Decision making by the numbers	Kelly 7
Nov 12 th	Chapter 7: Second look and group chapter presentation/discussion	
Nov 17 th	Midterm 2 Exam (Kelly Chapters 5, 6, 7, 10, and all associated discussions)	
Nov 19 th	Finance: Acquiring and using funds to maximize value	Kelly 8
Nov 24 th	Chapter 8: Second look and group chapter presentation/discussion	
Nov 26 th	Management, motivation, and leadership: Bringing business to life	Kelly 13
Dec 1 st	Chapter 13: Second look and group chapter presentation/discussion	
Dec 3 rd	Human resource management: Building a top-quality workforce	Kelly 14
Dec 8 th	Chapter 14: Second look and group chapter presentation/discussion	
Dec 10 th	Why business matters to God: Putting it all together	Van Duzer 4

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:

Communication

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, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may 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 or record. 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" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

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) the student has 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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devices in 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 (information about an individual that may be used to identify that individual) may be required 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 Registrar's Office in writing and providing the basis for appeal 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. 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 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 acknowledge 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.

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