

BUS 499 - 1

Capstone Seminar in Business

Semester: Winter 2015
Days: Wednesday and Fridays
8:15 – 9:30 a.m.
Room: L2084

Number of credits: 3

Prerequisite:
Business program students
in final year of study

Instructor: Randy Poon
Email: rpoon@ambrose.edu
Phone: 403-410-2000 (ext. 6513)
Office: L2055
Office hours:

- Wednesday and Friday
11:15—12:30
- Wednesday
1:00—2:00
- By appointment

Course Description:

Run as an integrative capstone seminar, this course serves as an occasion for graduating students to integrate and consolidate the various dimensions of their business administration program. The course will explore the pragmatic application of their fields of knowledge, the ways this can lead to vocation and service in the world community, while also providing a forum to help students transition to the next season of their professional lives.

Course Objectives:

This course caps your education across several broad areas of study within the business administration discipline and should lead to you explore several questions:

1. As one of the last courses you will complete in your Business degree, it is imperative that you reflect on the cumulative achievement of your work in this field of study. What have you learned about the leadership dimensions of your life? How have you come to know what you know? How have your expectations of what you should or would learn over the course of your degree been realized (or not)? How has your study of the various areas of study within Business complimented, extended, or contrasted with each other?

Important Dates:

- First day of classes: January 7, 2015
- Registration revision period: January 18, 2015
- Last day to request revised examination: March 2, 2015
- Last day to withdraw from course: March 20, 2015
- Last day to apply for time extension for coursework: March 30, 2015
- Last day of classes: April 10, 2015

No Final Exam

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2. Your studies in a Business concentration/major are best pursued within the broader context of liberal arts education. How have these other liberal arts courses complemented, extended or challenged your studies in Business? What insights have you gained through your coursework in non-business courses that have informed your BBA/BA experience? How have these studies enhanced your overall educational experience, by your standards or those of the university college?
 3. The integration of faith and learning is an underlying value at Ambrose. How has your degree shaped your worldview, and vice versa? How has your worldview been challenged, modified, or expanded? How might the integration of faith and learning influence your vocation, moving forward?

Textbook and Readings:

Required:

Arbinger Institute. (2002). *Leadership and self-deception: Getting out of the box*. San Francisco, CA: Berret-Koehler.

Smith, G.T. (2011). *Courage and calling: Embracing your God-given potential (revised and expanded ed.)*. Downers Grove, IL: Intervarsity Press.

Stanley, Andy. (2003). *Next generation leader: Five essentials for those who will shape the future*. Colorado Springs, CO: Multnomah Press.

Additional readings (TBD)

Course Requirements and Evaluation:

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

Reading Responses (written response and class discussion)	36%
Each of the nine responses are worth 4%	
<ul style="list-style-type: none"> • The grade will be based 50% on the written response and 50% on class participation and attendance 	
Reflection Paper and Presentation	24%
Scholarly Project and Presentation	40%

Note: All requirements must be completed to receive a passing grade in this course

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. All electronically submitted written assignments (i.e., reading responses and papers) must be submitted in Word or Pages format (and **NOT** as PDF files). Note: this doesn't apply to presentations. Assignments submitted late may lose 10% per day late. The instructor has the discretion to not accept assignments that are 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:

Critical Reading and Discussion

Asking questions, articulating dissonance, and sharing insights during class discussions are a crucial component of the learning process and to the value of this course. You will come to class having read the assigned readings and will prepare a written response to the reading to be shared in class (between 600-700 words, double spaced). The readings for this course have been chosen to encourage your reflection on your studies, the next season of your professional life, and your identity. Explore what the author was trying to communicate and how the assigned reading impacted you. Your responses will form the basis for class discussion, so preparation for and participation in discussion will be evaluated. There will be nine submissions during the entire semester. Written responses will be submitted in Moodle prior to the beginning of class. Your written submission (2% per submission) will be graded as follows: Pass – 100%, Incomplete – 60%, Did Not Hand In – 0%. Your participation (2% per discussion) will be graded as follows: Active – 100%, Inactive – 60%, Did Not Attend – 0%.

Reflection Paper and Presentation

This seminar is an opportunity for you to engage in holistic reflection independently, through the assigned readings, and with others in the class. You will be required to systematically critique your undergraduate experience by reflecting on significant things you have learned through texts and articles you have read, papers you have written, projects you have participated in, and relationships you have made. The topic or theme you select to focus on is the residue of your own learning over the past years of your studies.

You should immediately commence research on this set of questions: In the context of achieving a degree in Business, what do you understand the role of business to be, to what extent can business be a vehicle of transformational mission, and what difference will having a Business degree make to you personally and to your world?

Additional questions related to this are: What have your studies been all about? What are the assumptions underlying this degree (and your time at Ambrose) i.e., what were you supposed to have learned? What have you actually learned? How have you learned it? What readings/projects/assignments impacted you the most (be specific)? Why did you come to choose this degree? What did you hope to achieve? How and why did you meet/not meet those expectations? What would you change? How did your learning impact your faith journey? What happens next?

Note: in contrast to the scholarly project outlined below, the reflection paper is by nature a less formal undertaking, but use APA or MLA form even though you may engage in a freer manner of prose than you might in research paper.

The length of this paper is to be between 3000 - 4000 words (around 9 - 10 pages), double-spaced, 12-point font, 1-inch margins in APA or MLA style and is due on Tuesday, March 10th, 2015. Late papers will not be accepted. The written portion of this assignment is worth 16% of your final grade.

In addition to the reflection paper, a class presentation will also be required. Presentations should be about 15-20 minutes in length (including a question and answer period). The presentation portion of this assignment is worth 8% of the final grade.

Scholarly Project and Presentation

Each student will undertake a scholarly research and writing project culminating in a fully researched and documented paper on any topic of your choosing within the discipline of Business (e.g., leadership, organizational behaviour, human resources, organization development and change, strategy, marketing, international development/microfinance, nonprofit management, social entrepreneurship, business ethics, corporate social responsibility, business as transformational mission, etc.). Your paper must be thoroughly researched and must demonstrate your engagement with the scholarship on your subject. It must follow correct APA or MLA style for documentation and citation of your sources. You should have at least fifteen scholarly sources in your paper. You are also free to cite from web-based sources provided that these are in addition to the fifteen scholarly sources.

I urge you to seek out something about which you have a passion—some interest that emerges from deep within you. It is my conviction that the best scholarship comes from those depths within us where the things we most care about reside. The best scholarship is something we need to write.

The length of this paper is to be between 7000 - 9000 words (around 20 - 25 pages), double-spaced, 12-point font, 1-inch margins and is due in Moodle (by 11:59 p.m.) on Tuesday, April 7th, 2015. Late papers will not be accepted. The written portion of this assignment is worth 30% of your final grade.

In addition to the paper, a class presentation will also be required. Presentations should be about 15-20 minutes in length (including a question and answer period). The presentation portion of this assignment is worth 10% of the final grade.

I will serve as a project advisor to each you. I will read your first draft, make suggestions for revision, and provide timely benchmarks for building the paper sequentially over the term.

Topics

Topics should be chosen by January 30, 2015. Feel free to meet with me to discuss the topic.

Provisional Thesis

Your provisional thesis should emerge while completing your working bibliography. The working thesis should be drafted and submitted no later than February 27, 2015.

Grading Rubric – Reflection Paper and Scholarly Report

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 – Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (50%)	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 (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show significant interest and enthusiasm 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 (occasionally referring to notes or slides). 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 or slides 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.

Creativity, Graphics, Structure and Mechanics (50%)	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.	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.	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.	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
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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-	Good
80% to 84%	B+	
76% to 79%	B	
72% to 75%	B-	Satisfactory
68% to 71%	C+	
64% to 67%	C	
60% to 63%	C-	Minimal Pass
55% to 59%	D+	
50% to 54%	D	Failure
0% to 49%	F	

Weekly Reading and Assignment Schedule:

Date	Class Topic/Chapter Title	Text chapters	Assignment
Jan 7 th	Course Overview		
Jan 9 th	Courage and Calling	Smith 1	
Jan 14 & 16	Courage and Calling	Smith 2-4	Reading response #1 due in Moodle by 23:59 prior to 1 st class of week
Jan 21 & 23	Courage and Calling	Smith 5-8	Reading response #2 due
Jan 28 & 30	Courage and Calling	Smith 9-12	Reading response #3 due Project topic due Jan 30
Feb 4 & 6	Leadership and Self-Deception	Arbinger Part 1-2	Reading response #4 due
Feb 11 & 13	Leadership and Self-Deception	Arbinger Part 3	Reading response #5 due
Feb 16-20	No Classes: Reading Break		
Feb 25 & 27	Next Generation Leader - Competence	Stanley, Section 1	Reading response #6 due Project thesis due Feb 27
Mar 4 & 6	Next Generation Leader - Courage	Stanley, Section 2	Reading response #7 due
Mar 11 & 13	Reflection Paper Presentations		Written report due in Moodle by 23:59, Mar 10
Mar 18 & 20	Next Generation Leader - Clarity	Stanley, Section 3	Reading response #8 due
Mar 25 & 27	Next Generation Leader - Coaching	Stanley, Section 4	Reading response #9 due
Apr 1	Next Generation Leader - Character	Stanley, Section 5	
Apr 3	No Class: Good Friday		
Apr 8 & 10	Scholarly Project Presentations		Written report due in Moodle by 23:59, Apr 7

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.