Course ID:	Course Title:	Winter 2020
BUS 499	Capstone Seminar in Business	Prerequisite: Business program students in final year of study
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Wed./Fri.	Instructor:	Dr. Randy Poon, PhD	First day of classes:	Wed., Jan. 8, 2020
Time:	11:15 – 12:30	Email:	rpoon@ambrose.edu	Last day to add/drop, or change to audit:	Sun., Jan. 19, 2020
Room:	RE 112	Phone:	(403) 410-2000 (x6513)	Last day to request revised exam:	Mon., Mar. 9, 2020
Lab/ Tutorial:	n/a	Office:	L2055	Last day to withdraw from course:	Fri., Mar 20, 2020
Final Exam:	None	Office Hours:	T/TH 12:00 – 1:00 W/F 10:00 – 11:00 or by appointment	Last day to apply for coursework extension:	Mon., Mar. 30, 2020
				Last day of classes:	Thur., Apr. 9, 2020

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.

Expected Learning Outcomes

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?

2. The integration of faith and learning is an underlying value at Ambrose. In the context of the Ambrose business program, we reflect this through our contemporary focus on purpose-driven business (a redemptive/restorative/regenerative view of business that targets a broader set of stakeholders). How has this approach to business shaped your worldview, and vice versa? How has your worldview been challenged, modified, or expanded? How might this perspective influence your vocation, moving forward?

Books and Other Readings

Required Books:

Arbinger Institute. (2016). The outward mindset: Seeing beyond ourselves. San Francisco, CA: Berret-Koehler.

Bariso, J. (2018). EQ applied: The real-world guide to emotional intelligence. Germany: Borough Hall.

Nelson, T. (2011). Work matters: Connecting Sunday worship to Monday work. Wheaton, IL: Crossway.

Patterson, K., Grenny, J., McMillan R., & Switzler, A. (2011). Crucial conversations: Tools for talking when stakes are high (2nd ed.). New York: McGraw-Hill.

Additional assigned readings will be listed in Moodle

Course Requirements and Evaluation:

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

Reading Responses (written response and graded class discussion)	35%

Each of the seven responses is worth 5%

- Each written response is worth 2.5%
- Each graded discussion is worth 2.5%

Reflection Paper and Presentation	25%
Major Individual Project (choose one of the following):	35%

- Scholarly Project and Presentation
- Ambrose Research Conference Paper and Presentation
  (plus 5% bonus; added to total grade)

Attendance during other students' presentations, ARC, or Business Program Day	5%

- If you attend all four sessions*, you receive 100%
- If you attend three sessions*, you receive 75%
- If you attend two sessions*, you receive 50%
- If you attend one or fewer sessions*, you receive 0%

*Note: a session is defined as either a class (includes the reflection paper presentations and the scholarly project presentations) when you are not presenting, an ARC session (involving business students), or Business Program Day.

Note: Both the Reflection assignment (paper and presentation) and the Major Individual Project (papers and presentation) 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. Late assignments will lose 5% per day late for the first four days, and following that 10% per day (in other words, submitting an assignment seven days late would result in a 50% reduction to the grade). The instructor has the discretion to not accept assignments that are more than seven 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.

Assignments:

Critical Reading and Graded 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 (at least 500 words, double spaced). If you miss the graded discussion, then you must provide a supplementary written response of 500 words.

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 seven submissions during the entire semester. Written responses will be submitted in Moodle prior to the beginning of class.

- Your written submission (2.5% per submission) will be graded as follows: High Pass (highly engaged, informed, and articulate) – 100%; Pass – 80%; Low Pass (fewer than the minimum number of words, or not very engaged, informed, nor articulate – 60%; Did Not Hand In – 0%.

- Your participation over the two-class discussion (2.5% per discussion) will be graded as follows: Very Active (four insightful comments) – 100%; Active (three insightful comments) – 80%; Modest (two insightful comments) – 65%; Minimum (one insightful comment) – 50%; Does Not Attend (and does not submit the supplementary written response) – 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.

Your reflection paper should address the four main set of questions (in bold). Use the additional bulleted questions to help facilitate your response to the main questions:

1. **Why did you choose to study business?**
   - What factors led to you choosing a business degree?
   - What did you hope to achieve?
2. **Describe your journey (both academic and personal) over your university/degree experience?**
   - What were some of your expectations regarding your university experience? What did you want to learn prior to the start of your degree (not just regarding the degree content, but also of the time you would spend during your degree)?
   - What did you actually learn (again, not just degree content, but of life experience)? How have you learned it?
   - What classes/readings/projects/assignments/extracurricular experiences impacted you the most (be specific)?
3. **How did you develop as leader over your time at university? (remember that leadership doesn't necessarily involve formal positions of leadership; it also includes self-leadership)**
   - Where are you at with respect to being in the box or out of the box (i.e., outward mindset)?
   - Where are you at with respect to your emotional intelligence?
   - How do you engage with others in crucial conversation situations?
   - How has your overall experience impacted how you interact with and treat others?
4. **What value do purpose-driven businesses provide?**
   - What do you see as a purpose-driven business?
   - What is the role of business in society?
   - How do you see business serving a redemptive/restorative/regenerative role?
   - To what extent can business make a difference in affecting holistic change (that is, from a broader multi-stakeholder perspective)?
5. **What happens next for you?**
   - What difference will having a Business degree make to you personally?
   - To what extent will your experiences (again, both academic and personal) impact your next steps?

Note: in contrast to the scholarly project outlined below, the reflection paper is by nature a less formal undertaking. You may engage in a freer manner of prose than you might in research paper. Remember, this is your story; not answers to a series of questions.

The length of this paper is to be between 1800 - 2100 words (about 6-7 pages), double-spaced, include 12-point fonts and 1-inch margins. The paper is due in Moodle by 11:59 p.m. Tuesday, March 3. Please use headings to separate major themes. 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 8-9 minutes in length. Your classmates will be encouraged to ask you questions. The presentation portion of this assignment is worth 9% of the final grade.

Major Individual Project: Scholarly Project/Presentation or Ambrose Research Conference Paper/Presentation

Each student will undertake a scholarly research and writing project (see options below) 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, strategy, marketing, international development/microfinance, nonprofit management, social entrepreneurship, business ethics, corporate social responsibility, business as transformational mission, etc.,) while also addressing the elements of a purpose-driven approach to business. In other words, this should take into account a redemptive/restorative/regenerative/responsible approach to business that places greater attention to a broad array of stakeholders (investor, employee, customer, suppliers, community, environment).

Your paper must be thoroughly researched and must demonstrate your engagement with the scholarship on your subject. It must follow the APA writing style for documentation and citation of your sources. You should have at least ten scholarly sources in your paper. You are also free to cite from web-based sources provided that these are in addition to the ten 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 paper should be double-spaced, and include 12-point fonts and 1-inch margins. The written portion of this assignment is worth 26% of your final grade.

In addition to the paper, a class presentation will also be required. Following your presentation, please be prepared to respond to questions. The presentation portion of this assignment is worth 9% of the final grade.

Choose from one of the following two projects:

- **Scholarly Project and Presentation**
  - 3600-word report (excluding references) and an 8-9 minute presentation
  - Broad topic due by January 31
  - A 150-200 word thesis for the paper will be due by February 27
  - Paper is due in Moodle by 11:59 p.m. on March 31
  - Presentations will take place in class April 1 and 3

- **Ambrose Research Conference (ARC) Paper and Presentation (includes a 5% bonus to your overall grade)**
  - 3600-word report (excluding references) and a 15-18 minute presentation
  - Broad topic due by January 31
  - A 100-150 word abstract for the paper will be due by February 12
  - ARC will take place on March 25
  - Paper is due in Moodle by 11:59 p.m. on March 24

Grading Rubric – Reflection Paper and Scholarly Report/Ambrose Research Conference Paper

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (40%)	My reflection paper/scholarly report fully address the assignment's objectives. It is well-developed and supported by external sources (where required). I develop my ideas and focus on relevant details. There is a unified wholeness to the paper/report.	My reflection paper/scholarly report largely address the assignment's objectives. It is mostly developed and supported by external sources. I generally develop my details, although I do get a little unfocussed occasionally. The paper/report is mostly unified.	My reflection paper/scholarly report misses some of the assignment's objectives. The ideas are not well developed or lack clarity. The paper/report is not very unified.	My reflection paper/scholarly report does not really get at the assignment's objectives. It does not have a sense of direction, are often unclear, or are fragmented.
Critical Thinking (30%)	My reflection paper is highly thoughtful, reflective, and frequently raises insightful self-observations. Through it, I make a genuine effort to "get out of the box." My scholarly report goes above and beyond identifying the most obvious issues and arguments, and raises intriguing issues that are well supported. I challenge existing assumptions.	My reflection paper is thoughtful and reflective. I raise insightful self-observations. Through it, I make an okay effort to "get out of the box." My scholarly report addresses the most obvious issues and arguments, and raises issues that are moderately well supported.	My reflection paper is somewhat thoughtful and reflective. I make some insightful self-observations. I make little attempt to "get out of the box." My scholarly report some of the key issues and arguments, not all of which are relevant, nor are they well supported.	My reflection paper is not thoughtful and reflective. I make some self-observations. I don't make an attempt to "get out of the box." My scholarly report does not address key issues and arguments.
Voice and tone (10%)	It sounds like I care about my reflection paper/scholarly report. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but my reflection paper/ scholarly report 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.

Structure, Organization, and Mechanics (20%)	My reflection paper/scholarly report is well organized and structured. There is a excellent sense of flow throughout the document. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that strongly links the ideas together). My reflection paper/scholarly report 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 the document and in my reference/works cited section.	My reflection paper/scholarly report is relatively well organized and structured. There is a good sense of flow throughout the document. Overall, there is an acceptable opening, middle, and conclusion (that links the ideas together). I have a few errors to fix, but I generally use correct conventions. I have well-constructed sentences. My reflection paper/scholarly report marches along but doesn't dance. I generally follow APA or MLA writing style, but I'm inconsistent in its usage.	My reflection paper/scholarly report is somewhat organized and structured. There isn't really a sense of flow within the document. Overall, my organization and cohesiveness are rough but workable. I have enough errors in my reflection paper/scholarly report to distract a reader. My sentences are often awkward, run-ons, or fragments. My case study suggests that I have an idea what APA or MLA is, but I am mostly guessing as to what is a writing style.	My reflection paper/scholarly report is not very organized or structure. There are many breaks in flow in the document. Overall, my writing is aimless, disorganized, and lacking in cohesiveness. Numerous errors make my reflection paper/scholarly report hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. My paper/report suggests that I don't know what APA or MLA is or I don't cite my sources.

Grading Rubric – Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Content, Organization, and Flow (40%)	My presentation fully addresses the assignment's objectives. It is very focused, flows well, and brings the topic to life. I develop my ideas and zero in on relevant details.	My presentation largely addresses the assignment's objectives. It is mostly focused, flows fairly well, and brings general clarity to the topic. I generally develop my ideas and largely focus on relevant details.	My presentation misses some of the assignment's objectives. It is modestly focused, flows somewhat well, and brings some clarity to the topic. Details are not well developed and are somewhat unclear.	My presentation doesn't really get at the assignment's objectives. It is not focused, does not flow well, has little sense of direction, and is mostly unclear.
Communication, and Delivery (30%)	I deliver my presentation with a clear, confident, and well-paced voice so that all audience members can hear me. I demonstrate my awareness of the audience through physical presence and eye contact (not referring to my notes). I am enthusiastic and genuinely interested in my topic and as such, generate significant classroom engagement.	I deliver my presentation with a mostly clear, confident, and well-paced voice so that most audience members can hear me. I partially demonstrate my awareness of the audience through physical presence and eye contact (occasionally referring to my notes). I am mostly interested in my topic and as such, generate classroom engagement.	I deliver my presentation with a somewhat clear, confident voice that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing me. I don't really demonstrate an awareness of the audience because I am frequently referring to my notes. I am somewhat interested in my topic and as such, generate little classroom engagement.	I deliver my presentation with a subdued voice that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following me. I avoid looking at or engaging the audience all together. I am not interested in my topic and as such, generate little to no interest with my topic.
Creativity, Graphics, and Mechanics (30%)	I design my presentation insightfully, creatively and skillfully. I innovatively or expertly prepare graphics at appropriate moments in my presentation. They also explain and reinforce the text and presentation. In addition, it has no misspellings, grammatical errors, or formatting errors.	I make a good attempt to provide insight or creativity to my presentation. I generally use graphics in my presentation and they mostly support the text and presentation. In addition, it has no more than three misspellings, grammatical errors, or formatting errors.	I make some attempt to provide insight or creativity to my presentation. I seldom use graphics and when I do they don't really support the text and presentation. In addition, it has between four to five misspellings, grammatical errors, or formatting errors.	I make no attempt to provide insight or creativity to my presentation. It is primarily text-based or when I do use graphics, they're used simply to get a few creativity and graphics points. In addition, it has six or more six misspellings, grammatical errors, or formatting errors.

Grade Summary:

The available letters for course grades are as follows:

% Grade	Letter Grade	Description
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

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/Book or Article Title	Text chapters	Assignment
Jan 8	**Course Overview**		
Jan 10 Jan 15	**Outward Mindset**	Arbinger	• Reading response #1 (based on reading the entire book) due in Moodle by 11:59 p.m., Jan 14 • Graded discussion will take place on Jan 15
Jan 17 Jan 22 Jan 24 Jan 29	**EQ Applied**	Bariso	• Reading response #2 (based on reading the entire book) due in Moodle by 11:59 p.m., Jan 23 • Graded discussion will take place on Jan 24
Jan 30	**Business Program Day**		
Jan 31 Feb 5 Feb 7 Feb 12	**Crucial Conversations**	Patterson, et al.	• Reading response #3 (based on reading the entire book) due in Moodle by 11:59 p.m., Feb 6 • Graded discussion will take place on Feb 7
Feb 14	**Seeking the Peace and Prosperity of the City**	Readings TBD	• Reading response #4 due in Moodle by 11:59 p.m., Feb 13 • Graded discussion will take place on Feb 14
Feb 17-21	**No Classes: Winter Break**		
Feb 26 Feb 28	**Work Matters (Part 1)**	Nelson	• Reading response #5 (based on reading first half of book) due in Moodle by 11:59 p.m., Feb 27 • Graded discussion will take place on Feb 28
Feb 27	**Scholarly project thesis due Feb 27**		
Mar 4 Mar 6	**Reflection Paper Presentations**		• All reflection papers due in Moodle by 11:59 p.m., on Mar 3 • PowerPoint presentations due in Moodle by 11:59 p.m. on the day prior to your presentation

Mar 11 Mar 13	**Work Matters (Part 2)**	Nelson	• Reading response #6 (based on reading second half of book) due in Moodle by 11:59 p.m., Mar 12 • Graded discussion will take place on Mar 13
Mar 18 Mar 20	**Purpose Driven Business**	Readings TBD	• Reading response #7 due in Moodle by 11:59 p.m., Mar 19 • Graded discussion will take place on Mar 20
Mar 25	**Ambrose Research Conference**		
Mar 27	**Purpose Driven Business**	Readings TBD	
April 1 April 3	**Major Individual Project Presentations**		• All written scholarly project papers (regardless of presentation date) due in Moodle by 11:59., Mar 31 • PowerPoint presentations due in Moodle by 11:59 p.m. on the day prior to your presentation
April 8	**Next Steps Brunch**	Location TBD	

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.

Ambrose University Academic 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.

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.

Exam Scheduling

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 devises in class. The professor has the right to disallow students to use a laptop in future lectures and/or to ask students to withdraw from the session if they do 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 advised to retain this syllabus for their records.