

MIDDLESEX COMMUNITY COLLEGE

BEDFORD · MASSACHUSETTS · LOWELL

Strategies for Success COURSE GUIDE

Introduction to Business



achievement ★ persistence ★ retention ★ engagement

Title III Strengthening Institutions Project

Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. *Reformed Curriculum* involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. *Comprehensive Advising* involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study. Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.

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Introduction to Business: Course Curriculum Guide for Embedding College Student Success Skills

Introduction to Business is a survey course that introduces students to the world of business. Topics include basic economic ideas that explain domestic and global business activity, business ownership, organization, management, marketing, financial institutions, personnel, labor relations, and the interaction of business and society. This course satisfies the Multicultural or Global Awareness and the Values or Ethics or Social Policy Intensive Values. The first six chapters of Introduction to Business texts provide a basic foundation and the remaining chapters focus on specific aspects of business such as management and marketing.

As a result of a Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement, this course has been designed to incorporate the following Core Student Success Skills: Critical Thinking, Collaboration, Communication, Organization, and Self-Assessment. The concept is to lead students to apply these skills as a method for learning course content. The expectation is that by practicing these skills in this course, they will develop into more successful college students overall, and as a result, persist in their college studies.

This guide is designed to contain a range of units that could be utilized by new and existing faculty. Units in this guide include Exploring the World of Business, Economics, Ethics, Global Business, Forms of Business Ownership, Management, Marketing and Finance. The table of contents lists the units and individually lists the skills which are infused into them.

Each unit has a summary of classroom logistics and a breakdown of learning objectives and skill development. For further information about any specific unit, you can contact the individual faculty member who submitted the unit.

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TOPICS / SKILLS MATRIX Course Guide

Unit/Chapter/Project or Subject Area	Organization	Self-Assessment	Collaboration	Communication	Critical Thinking
1. Exploring the World of Business	p. 4,5	p. 4,5		p. 4,5	
2. Economics	p. 6,7	p. 6,7	p. 6,7	p. 6,7	p. 6,7
3. Ethics	p. 10,11	p. 8,9 p. 10,11	p. 8,9 p. 10,11	p. 8,9 p. 10,11	p. 8,9 p. 10,11
4. Ethics					
5. Global Business	p. 12,13,14	p. 12,13,14	p. 12,13,14	p. 12,13,14	p. 12,13,14
6. Global Business	p. 15,16	p. 15,16	p. 15,16	p. 15,16	p. 15,16
7.					
8. Forms of Business Ownership	p. 17,18			p. 17,18	p. 17,18
9. Management	p. 19,20,21	p. 19,20,21	p. 19,20,21	p. 19,20,21	p. 19,20,21
10. Management	p. 22,23,24	p. 22,23,24	p. 22,23,24	p. 22,23,24	p. 22,23,24
11. Management	p. 25,26	p. 25,26	p. 25,26	p. 25,26	p. 25,26
12. Marketing	p. 27,28,29	p. 27,28,29	p. 27,28,29	p. 27,28,29	p. 27,28,29
13. Finance	p. 30,31		p. 30,31	p. 30,31	p. 30,31

Unit/Chapter/Project or Subject Area: Exploring Business

Professor: Paula Gulbicki

Summary

Each student does a career report. Many choose traditional business careers such as accounting, marketing, finance, and retailing. They are exploring business by learning about one particular career. Students start by taking the Holland Code assessment for compatible careers. They compare their code to majors at Middlesex. They go to the Occupational Outlook Handbook to review career summaries. Once they have found a career that they want to focus on, they complete the following: One page summary of Occupational Handbook summary, list of schools offering that major, list of trade associations, list of trade publications, an informational interview with someone in that field, summaries of current news and industry leaders. Students also write a resume for an entry level position in that field.

At the end of the semester these reports are formally presented to the class. At that time, students are made aware of a very wide variety of careers.

Learning Outcomes- student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate	Content Knowledge	Skills: critical thinking, communication, collaboration, organization, self-assessment	Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize	Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing	Resources used: textbook, news and web sources, videos, writing lab support, etc.
Collect career research material from a variety of recognized resources. Compile this	Each student chooses a career and becomes very familiar with the	Communication Organization Self-Assessment	Read Occupational Outlook Handbook summaries, current news and industry leader profiles.	Complete career research notebook and knowledge of how to research any career path that interests them in their future. Practice giving oral presentation and able to answer student questions about the field.	Occupational Outlook Handbook College Board.com Holland Code assessment Wall Street Journal for current business news

<p>research into a concise report.</p> <p>Evaluate the research and make an assessment about that career path.</p>	<p>important news in that industry.</p> <p>Students learn who are the industry leaders in that field.</p>		<p>Write summaries of the above topics.</p> <p>Think about that career in relation to them.</p>		<p>Textbook chapters discussing their career.</p> <p>Resume writing handout</p>
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Unit/Chapter/Project or Subject Area: Economics

Professor: John Femia

Summary

Lectures on economics are given in class, and students are presented with the concepts of Supply and Demand, GDP & Productivity, Competition, Business Cycles. Unemployment, and Inflation are defined. Economic systems (Capitalism, Communism, and Socialism) are compared and contrasted. Following the discussion, students watch the PBS Frontline video “Is Wal-Mart Good For America” <http://www.pbs.org/wgbh/pages/frontline/teach/walmart/>. A questionnaire is given out to the students to fill out while watching the video, and a class discussion on Imports and Exports, Employment, and Business Practices follows.

Learning Outcomes- student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate	Content Knowledge	Skills: critical thinking, communication, collaboration, organization, self-assessment	Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize	Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing	Resources used: textbook, news and web sources, videos, writing lab support, etc.
<ul style="list-style-type: none"> • Students will develop an awareness of: • Personal values and business ethics • Identification of ethical issues • Decision alternatives and consequences • Corporate responsibility • Students will be able to: • Explain competition and illustrate the characteristics of market types • Summarize Supply and Demand and how they affect price and quantity 	Supply and Demand Productivity Technology Competition Supply and Demand Competition Unemployment Inflation Economic Systems Social Responsibility Corporate Responsibility Ethical Behavior	Critical thinking Communication Collaboration Organization Self-Assessment Writing Research	Class Lecture Group Discussions Class Discussions Conducting Research Writing	Students will demonstrate their comprehension of business ethics by: Working collegially with peers in discussing economic scenarios Interpreting current economic events Rationalizing pricing and production possibilities for businesses based on economic conditions Demonstrating an awareness of global ramifications of trade and economic conditions in other countries	Textbook Internet Articles PowerPoint Notes In class video http://www.pbs.org/wgbh/pages/frontline/teach/walmart/ Internet research

<ul style="list-style-type: none"> • in the marketplace • Recognize barriers to entry new businesses face when entering competitive markets • Summarize the phases of business cycles and rationalize business decisions based on the state of the economy as well as future expectations • Describe how Unemployment and Inflation affect a company's performance and planning 					
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Summary

In this example, we use a case study involving a business ethics situation. Students are given a chance to read the case study over and reflect critically on it, first as individuals and then in teams. The following work was spread out over three class sessions.

1. In the first two sessions, students were given a lecture and discussion period about various ethical principles as applied to business.
2. At the end of the second period, students are given the case study. They receive a brief introduction to case study method and how to read one critically. This is followed by a brief question and answer period about the methods explained.
3. Students are then directed to take the case study home and read it on their own.
4. The third period starts with a quick recap of case study. Students are then broken into groups. The groups discuss the case study and what the best ethical outcome might be. They also choose a group spokesperson to explain their findings to the class.
5. The class then discusses their findings and decides what the best ethical outcome should be.
6. The instructor explains what actually happened in the “real life” example, and students compare their chosen outcome to what was done “in the field”.
7. Optional: students individually follow up by writing reflection papers on this experience and their personal understanding/observations of which ethical principles should have/could have been applied.

Enduring Understanding: What are the big and important understandings and skills within this unit?

Three stages of backward design (“Teach for Understand ‘Model)

1. Identify desired results: What is worthy of understanding in this unit/chapter/project or subject?
2. Determine acceptable evidence: What counts as evidence that students really understand and can apply their learning?
3. Plan learning experiences and instruction: What knowledge and skills must we teach to enable students to apply their knowledge?

<p>Learning Outcomes- student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate</p>	<p>Content Knowledge</p>	<p>Skills: organization, self-assessment, collaboration, communication, critical thinking</p>	<p>Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize</p>	<p>Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing</p>	<p>Resources used: textbook, news and web sources, videos, writing lab support, etc.</p>
<ol style="list-style-type: none"> 1. Define ethical concepts as they relate to business 2. Apply those concepts to a case study (given in class) 	<ol style="list-style-type: none"> 1. Case study method (what is it? how to “read” and analyze a case study. 2. Ethical concepts 	<p>Critical Thinking Self- Assessment Communication Collaboration</p>	<ol style="list-style-type: none"> 1. Group discussion about the facts of the case and business ethics as they apply to it. 2. Each group will “team write” and then present their findings to the class. 3. Students will write a reflection paper as an individual, follow up assignment. 	<ol style="list-style-type: none"> 1. Each group will write out their conclusions and then present it to the class. 2. Individual students will write a reflection paper about their 	<ol style="list-style-type: none"> 1. text book 2. the case study itself 3. lecture/class discussion (about ethical principles/concepts and how to read a case study, in the class period prior to the case study/group discussion class) 4. Possibly a rubric on case study method and/or what should be contained in a reflection paper.

Unit/Chapter/Project or Subject Area: Ethics

Professor: John Femia

Summary

Lectures on ethical behavior are given in class, and students are presented with scenarios and in groups discuss how they respond ethically to each scenario. Following that class, the students watch the 1985 movie “Wall Street”. A historical perspective lecture on the insider trading of the 1980’s is discussed in class, and more recent examples such as WorldCom, Enron, and the Bernie Madoff ponzi scheme are discussed in class and financial and investment terms discussed in earlier classes are reinforced. In addition to the breakout groups, class discussions and movie presentation, students are given an assignment to review the insider trading SEC rules 10b5-1 and 10b5-2, which define insider trading violations. They are asked to turn in two written assignments individually. The first written paper is comparing and contrasting the ethical or unethical behaviors of the characters Bud Fox and Gordon Gekko in the Wall Street movie. The second paper is to choose to research and summarize either the Martha Stewart or Ivan Boesky insider trading cases. They then comment on Martha Stewart’s or Ivan Boesky’s penalty. They give an opinion on whether Martha Stewart’s penalty was fair, or if she was made an example of because of her celebrity. If they choose Ivan Boesky’s penalty, they comment on whether his penalty was too lenient or too severe and whether public opinion and outrage influenced his sentencing.

Learning Outcomes- student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate	Content Knowledge	Skills: organization, self-assessment, collaboration, communication, critical thinking	Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize	Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing	Resources used: textbook, news and web sources, videos, writing lab support, etc.
Students will develop an awareness of: <ul style="list-style-type: none"> • Personal values and business ethics • Identification of ethical issues • Decision alternatives and consequences 	Social Responsibility Corporate Responsibility Ethical Behavior Legal Terminology Investment Terminology Personal Values	Organization Self-assessment Collaboration Communication Critical thinking Writing Research	Class Lecture Group Discussions Class Discussions Conducting Research Writing	Students will demonstrate their comprehension of business ethics by: Working collegially with peers in discussing ethical dilemmas in organizational Justifying personal decisions as ethical, unethical, legal or illegal in	Textbook Internet Articles In class video Internet research

<ul style="list-style-type: none"> • Corporate responsibility <p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss ethical and legal responsibilities in organizations and society. • Differentiate legal issues from ethical concepts 	<p>Written competency</p> <ul style="list-style-type: none"> -Comparing and Contrasting <p>Written competency</p> <ul style="list-style-type: none"> -Opinion and analysis <p>Written competency</p> <ul style="list-style-type: none"> -Summarizing <p>Research</p>			<p>simulated scenarios</p> <p>Summarizing the unethical corporate irresponsibility of businesses in real world historical situations</p> <p>Researching defined rules, laws, and regulations appropriately</p> <p>Developing opinions and preparing written documents according to best practices</p>	
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Summary

International business is growing. Despite recent worldwide recessions, globalization is a reality of our time. In the United States, international trade accounts for over one-fourth of the nation's Gross Domestic Product (GDP) which is the sum of all goods and services produced within a nation's borders. As nations' trade barriers lessen and new competitors enter the global marketplace, worldwide consumers will have greater choices among goods and services as well as new opportunities for jobs.

Students working in small groups will view, discuss and analyze the video case study, *Globalization Present and Future: Why Globalization?* The case study documents the present and future impact of global trade on the economic performance within the United States and around the world. The case will focus on: (1) import and export issues, (2) globalization tactics and strategies, and (3) global employment trends. Each small group will be assigned a specific region of the world to be researched such as Canada and Western Europe, Mexico and Latin America, Japan, Asia, Eastern Europe, Commonwealth of Independent States and Africa. Small groups will complete the following tasks: (1) discuss and analyze the video case study; (2) research assigned region's current economic performance data, export/import data, employment data from sources such as the International Monetary Fund; World Economic Outlook, U.S. Department of Commerce, International Trade Administration, and Federal Reserve Bank; National Economic Trends; (3) compare the small group's specific regional data to the United States economic performance data, export/import data, and employment data; (4) the small groups will analyze these data sets to support either the restriction of globalization or further advancement of globalization for their region; and (5) small groups will orally present their research using Microsoft PowerPoint to the class, and submit a 1-2 page paper supporting their positions.

Learning Outcomes- student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate	Content Knowledge	Skills: organization, self-reflection, collaboration, communication, critical thinking	Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize	Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing	Resources used: textbook, news and web sources, videos, writing lab support, etc.
<p>Demonstrate knowledge of the impact of globalization on a nation's industries in terms of economic performance, export/import, and employment trends e.g. the United States, Canada and Western Europe, Mexico and Latin America, Japan, Asia, Eastern Europe, Commonwealth of Independent States and Africa.</p>	<p>Globalization Present and Future: Why Globalization? Video Case Study Topics</p> <ul style="list-style-type: none"> • Global Trade Import/Export Issues & Trends • Issues for the Globalization of Business Organizations • Global Employment Trends • Globalization Present & Future 	<p>Organization Self-Reflection Collaboration Communication Critical Thinking</p>	<ul style="list-style-type: none"> • Readings – International Business Chapter on global business principles, concepts, and strategies • Global Business lecture notes on the Blackboard Online System • View Video Case Study, handouts – additional readings on Global Trade • Self Reflection International Business principles, concepts, and strategies • Thinking process for the analysis of the video case study. 	<p>Student Self-Reflection of the Video Case Study</p> <p>Small Group collaborative discussions of individual reflections of the case</p> <p>Group Analysis of Video Case Study</p>	<p>Textbook, Handouts, Blackboard Lecture Notes, Video Case Study</p>

<p>To demonstrate an ability to independently research and collectively analyze global economic data</p>	<p>Gathering of global economic performance data, export/import data, and employment data on the United States and the group's assigned global region via library and Internet sources</p>	<p>Organization Self-Reflection Communication Collaboration Critical Thinking</p>	<p>Group members conducting research from current global economic data. Thinking process based on group discussion and the collaborative analysis of the global economic data of the United States and the assigned region.</p>	<p>Submission of global economic data to Small Group for compilation Group discussion and analysis of the data to formulate group's position for the written paper and oral presentation</p>	<p>MCC Library Internet Economic Data Sources</p>
<p>To synthesize the global data analysis into a 1-2 page written conclusion to support the Small Group's decision to restrict or advance globalization for the assigned region; and articulate the group's position via an oral PowerPoint presentation to the entire class</p>	<p>The write-up and presentation of the Small Group's position for the Restriction or Advancement of Globalization of the assigned global region</p>	<p>Organizing Self-Reflection Collaboration Communication Critical Thinking</p>	<p>Collaborative Discussion Writing Thinking</p>	<p>Small Group collaborative discussion of final draft of paper and PowerPoint presentation Submission of Small Group 1-2 page paper on the Restriction or Advancement of Globalization PowerPoint presentation to the class of the Small Group's position on globalization</p>	<p>MCC Writing Lab</p>

Unit/Chapter/Project or Subject Area: International Business

Professor: Paula Gulbicki

Summary

In the beginning of the semester I introduce international business with a series of activities. The first is reviewing maps focusing on twelve Pacific Rim countries and India and twelve of the original EU countries. To emphasize one of the important roles Asia plays, I ask students to look at all their labels in their clothing or on anything they have with them in class. We quickly determine the fact that Asia is an important manufacturing source for American products. The second activity is viewing a film, “Is America Number One” which compares and contrasts economic systems in the U.S., Hong Kong and India. The film is viewed in two sessions and a discussion follows each session. The discussions are first within smaller groups and then the smaller groups report a summary of their conversation. The third activity is using the resource Executive Planet.com which gives up-to-date summaries of cultural differences in doing business in a number of countries. I have copies of the summaries for the twelve Asian and twelve EU countries. Students are paired and asked to prepare a summary of one country. Each summary includes: proper ways to address people in that culture, topics of conversation that are or are not appropriate, gift giving, appointment making, tips on negotiating, etc. Each pair of students is asked to verbally present a summary of the most important items in each category. They are told that they are working for a company that will be doing business with people from that country and they are to prep the staff in their office before those meetings take place.

Learning Outcomes-student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate	Content Knowledge	Skills: critical thinking, communication, collaboration, and organization, and self-assessment	Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize	Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing	Resources used: textbook, news and web sources, videos, writing lab support, etc
<p>Demonstrate knowledge of important countries in the world of business.</p> <p>This knowledge includes the locations of Asian and European countries, cultural differences in doing business, knowledge of economic systems in these countries.</p> <p>Discussions about the different economics systems enable the students to analyze the pros and cons of each economic system. This also leads to individual evaluations of each economic system.</p> <p>This also leads to individual evaluations of each economic system.</p>	<p>Locations of important Asian and European countries that are important in the world of business.</p> <p>Become familiar with economic systems.</p> <p>Become familiar with the EU</p> <p>Become familiar with cultural differences in doing business in a variety of countries.</p>	<p>Critical thinking</p> <p>Communication,</p> <p>Collaboration,</p> <p>Organization,</p> <p>Self-assessment</p>	<p>Discussion of film – “Is American Number One”</p> <p>Collaborate with a partner to determine and write a summary of important cultural differences in doing business using Executive Planet.com summaries.</p>	<p>Small groups discuss the film and then present a summary of their conversation to the class.</p> <p>Paired students write a summary of cultural differences for one country and then present to the class.</p>	<p>Textbook for definitions of economic systems.</p> <p>Video, “Is American Number One?”</p> <p>Executive Planet.com cultural summaries for doing business in a variety of countries.</p>

Unit/Chapter/Project or Subject Area: Business Ownership

Professor: James Grenier

Summary: Students will learn about various forms of business ownership through class lecture/discussion and by a research and writing assignment.

This module has three parts:

1. A class lecture and discussion on the various kinds of business ownership available,
2. A research/writing assignment in which they explore these forms and explain which they would choose for a fictitious company in an industry of their choosing.
3. A class discussion at the next class meeting in which individual students will have a chance to share and explain their findings with the rest of the class.

Please note: the similarities between this assignment and those offered for management structure are intentional. The main difference between the assignments (other than the content) is the emphasis on group work for that assignment, and a somewhat more solitary approach to this one. Either approach can be adopted for either assignment. Instructors looking for a more holistic approach to the semester may want to have students use the same business example for each assignment, effectively having them design a business “from the ground up” as the semester progresses. This has the added benefit of helping motivate students who wish to work with a family business or own their own business at some later date.

<p>Learning Outcomes- student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate</p>	<p>Content Knowledge</p>	<p>Skills: critical thinking, communication, collaboration, and organization, and self-assessment</p>	<p>Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize</p>	<p>Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing</p>	<p>Resources used: textbook, news and web sources, videos, writing lab support, etc.</p>
<p>Students will be able to explain the various business entities available.</p> <p>Students will be able to compare and contrast the various forms of business ownership.</p> <p>Students will be able to explain which forms of business ownership will be most advantageous, from liability, tax and operational standpoints, in a given industry.</p>	<p>Business terminology related to the types of ownership.</p> <p>Liability, tax, and operational advantages and disadvantages connected with each form of business ownership.</p>	<p>Organization Communication Critical Thinking</p>	<p>Class lecture Class discussion Conducting research Writing</p>	<p>Student participation in initial class discussion</p> <p>Student writing assignment</p> <p>Students presentation of writing assignment/report of findings to the class</p>	<p>Textbook chapter on business ownership</p> <p>Internet research</p> <p>MCC Writing Lab</p>

ject: Business Continuity Planning Model: Project Activities

Professor James Dottin

-Focus on the Management Principle of Planning for Internal and External Threats to the Organization

Summary

A critical element to the success of any business venture is the level of importance placed on preparedness. According to the 9/11 Commission, “Private sector preparedness is not a luxury; it is a cost of doing business in the post 9/11 world. It is ignored at a tremendous potential cost of lives, money and national security.”

Based on the *Finagle A Bagel Case Study*, students are placed in small groups to analyze and develop a plan for this organization’s preparedness against internal and external threats by utilizing the Business Continuity Planning Model. Each student is assigned a specific organizational functional role within the small group, such as marketing manager, financial manager, operation manager and personal manager. Students will provide specific input to the Business Continuity Planning Model from the perspective of their assigned roles in order to complete the following small group activities for the Finagle A Bagel organization: (1) a detailed list of emergency team members outside of the organization to assist in time of crisis; (2) a Risk Assessment Analysis Matrix of the organization; (3) a Business Impact Analysis Matrix of the organization; (4) a cost benefit analysis of the various options for protecting the organization; (5) a written 1 – 2 page Business Continuity Plan for the organization; and an oral PowerPoint presentation of the group’s plan by all members of the small group. These activities will provide students with a working knowledge of the requirements for disaster recovery within a business organization and the importance of developing and maintaining a current plan in the aftermath of 9/11. At the end of this two-week project, students will gain a greater understanding of the impact of a disastrous event that causes the loss of essential services that hinders business activities and mission of the organization, as well as the critical management need to plan for the organization’s preparedness in case of disaster. Students will gain content knowledge for this project via lectures, slides, video, and internet business sites.

Learning Outcomes-student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate	Content Knowledge	Skills: organization, self-reflection, collaboration, communication, critical thinking	Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize	Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing	Resources used: textbook, news and web sources, videos, writing lab support, etc.
To evaluate a business organization's level of disaster preparedness and develop a plan against internal and external threats based on the Business Continuity Model; to gain a greater understanding of the impact of a disaster on the organization's operations; and the critical need for all levels of management to plan for the organization's preparedness.	<p>Management Principles of Continuity Planning for Organization's Internal and External Threats</p> <p>Concepts/Possible Topics</p> <ul style="list-style-type: none"> • Forming Teams • Risk Assessment • Business Impact Analysis • Cost Protection • Writing the Business Continuity Plan • Awareness Training • Testing the Plan 	<p>Organization Self-Reflection Collaboration Communication Critical Thinking</p>	<ul style="list-style-type: none"> • Readings – Management Chapter on principles/concept/strategies • Management lecture notes on the Blackboard Online System • View Video Case Study, handouts on planning for internal and external threats to the organization • Self Reflection Management principles, concepts, and strategies • Thinking process for the analysis of the video case study. 	<p>Student Self-Reflection of readings and video case study</p> <p>Small Group collaborative discussions of individual reflections of the case</p> <p>Group Analysis of Video Case Study</p>	<p>Textbook, Handouts, Blackboard Lecture Notes, Video Case Study</p>
To demonstrate an ability to independently research and collectively analyze organizational resources based on the Business	<p>Research on organizational preparedness for disastrous events via library and Internet</p>	<p>Organization Self-Reflection Communication Collaboration</p>	<p>Small Groups members conducting research of organizational resources for best protecting the organization against</p>	<p>Small groups will create a written Emergency List of internal and external resources by organizational functional</p>	<p>MCC Library Internet Management Sources</p>

<p>Continuity Model guiding the decisions of the student in developing an optimal plan from the various options for protecting the organization</p>	<p>sources</p> <p>Gathering of organizational data based on Business Continuity Model Handouts:</p> <p>(1) Risk Assessment Analysis Matrix, (2) Business Impact Analysis Matrix, and (3) Cost Benefit Analysis for protecting the organization from internal and external threats</p>	<p>Critical Thinking</p>	<p>internal and external threats</p> <p>Thinking process based on group discussions and the collaborative analysis of the organizational resources</p>	<p>Small group will self-reflect and collaboratively discuss the impact of these resources on the organization's ability to coordinate necessary steps in coping with disastrous events to the organization</p> <p>Group discussion and organizational analysis based on: (1) Risk Assessment Analysis Matrix, (2) Business Impact Analysis Matrix, and (3) Cost Benefit Analysis to formulate group's position for the written paper and oral presentation</p>	
<p>To synthesize the organizational data analysis for input into the student's management decision process. Students will select from the various options for protecting the organization. The Small Group will collectively write a 1-2 page Business Continuity Plan that best serves the needs of the organization; and articulate the group's plan and rationale via an oral PowerPoint presentation to the entire class</p>	<p>The write-up and presentation of the Business Continuity Plan for the Finagle a Bagel organization</p>	<p>Organizing Self-Reflection Collaboration Communication Critical Thinking</p>	<p>Collaborative Discussion Writing Thinking</p>	<p>Small Group collaborative discussion of final draft of paper and PowerPoint presentation</p> <p>Submission of Small Group 1-2 page paper on Finagle A Bagel Business Continuity Plan</p> <p>PowerPoint presentation to the class of the Small Group's Business Continuity Plan for Finagle A Bagel</p>	<p>MCC Writing Lab</p>

Unit/Chapter/Project or Subject Area:

Business Planning and Strategy

Professor: John Femia

Summary

Students will work in teams to develop a business plan based on the concepts covered in class. Through teaming and brainstorming, the students will create a business plan for a product, service, or idea and, in teams, write a formal business plan for their concept. When plan is completed, students will present their ideas based on best practices for formal business presentations.

Learning Outcomes-student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate	Content Knowledge	Skills: critical thinking, communication, collaboration, and organization, and self-assessment	Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize	Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing	Resources used: textbook, news and web sources, videos, writing lab support, etc.
<ul style="list-style-type: none"> Justify the need for a business plan Outline the steps involved in preparation of a business plan <p>Prepare the essential elements of a business plan</p>	<p>Planning</p> <p>Setting strategic vision for organizations</p> <p>Developing a basis for sound decision-making</p>	<p>Organization</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p> <p>Writing</p> <p>Conceptualization</p>	<p>Brainstorming</p> <p>Communicating</p> <p>Collaborating</p> <p>Critical thinking exercises</p> <p>Reading</p> <p>Writing</p>	<p>Students demonstrate an understanding of the complexity of developing a lengthy document</p> <p>Students communicate a comprehension of planning to complete task that is appropriate</p>	<p>Text book</p> <p>Lecture</p> <p>Case Studies</p> <p>Class discussion</p> <p>Guest Lecturer</p>
<ul style="list-style-type: none"> Identify the advantages and disadvantages of organization types, and choose a legal type of business organization based on your business idea 	<p>Appreciating the complexity of organizational structure</p> <p>Making decisions based on the concepts of liability, tax, and lifestyle</p>	<p>Organization</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p> <p>Writing</p>	<p>Brainstorming</p> <p>Communicating</p> <p>Collaborating</p> <p>Writing</p>	<p>Rationale detailing organizational structure and legal entity is appropriate for size of conceptual organization; Organization type and structure for conceptual product or service is</p>	<p>Text book</p> <p>Lecture</p> <p>Presentation by legal expert guest</p>

<ul style="list-style-type: none"> • Demonstrate how Mission Statements, Goals and Objectives are imperative to the corporate culture • Develop a Mission Statement, Goals, and Objectives for a business idea 	<p>Developing a communication tool to motivate employees</p> <p>Identifying how core values concepts - the principles that guide the conduct of the organization – help an organization stay on target</p>	<p>Organization</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p> <p>Writing</p>	<p>Brainstorming</p> <p>Communicating</p> <p>Collaborating</p> <p>Writing</p> <p>Critical thinking exercises</p>	<p>Mission, goals, and objectives are consistent with products and or services organization offers</p> <p>Goals and objectives demonstrate critical thinking and are relevant to organizational strategy</p> <p>Culture and values are clearly defined and recognizable in written plan</p>	<p>Videos on different organizations and their philosophies</p> <p>Web resources – investigating different companies culture</p>
<ul style="list-style-type: none"> • Identify competitors in your field of business • Analyze the business environment using the SWOT analysis 	<p>Using environmental surroundings to help organizations distinguish where an organization is today, and developing direction</p> <p>Determining how obstacles can be identified, and overcome or minimized to achieve desired results</p>	<p>Organization</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p> <p>Writing</p>	<p>Research</p> <p>Communicating</p> <p>Collaborating</p> <p>Writing</p> <p>Benchmarking</p>	<p>Competitors have been identified properly</p> <p>Strengths, Weaknesses, Opportunities and Threats analysis shows critical insight</p>	<p>Web sources – researching competitors and gathering statistical information on the web</p> <p>Text Book</p> <p>Library resources</p>
<ul style="list-style-type: none"> • Identify your target market , and develop a marketing strategy that effectively communicate needs or wants of your product to that audience 	<p>Using Marketing concepts to help an organization move toward its goals</p> <p>Addressing a need for a product or service for specific niche markets</p>	<p>Organization</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p> <p>Writing</p>	<p>Research</p> <p>Communicating</p> <p>Collaborating</p> <p>Writing</p>	<p>Product is defined appropriately, and written analysis describing product is easily understood by reader</p> <p>Price is appropriate for product or service, based on image team is portraying and</p>	<p>Web sources – researching demographics and gathering statistical information on the web</p> <p>Text Book</p>

	Using the 4p's or Marketing – Price, Product, Promotion, and Place		Demographic analysis	pricing strategy is clearly defined Target market is clearly identified, and promotions and advertising is suitable for identified target market How end users get product or services is clearly understood	Library resources
<ul style="list-style-type: none"> Determine the initial capital requirement of your enterprise Prepare a forecast of a pro-forma income statement 	Understanding Financial Statements and money Using financial tools for planning and measuring and performance	Organization Collaboration Communication Critical thinking Writing Numeracy Computer skills Business Math Concepts	Numeracy and Financial Concepts Class Using computers to prepare financial documents class Collaboration	Startup expenses are reasonable and categorized correctly Preparing a pro-forma Profit and Loss Statement – Revenues and Expenses could reasonably be attained based on assumptions team clearly identifies	Computer Web Resources Accounting templates Financial statement examples

Unit/Chapter/Project or Subject Area: Management

Professor: James Grenier

Summary: Students will learn about and then analyze various management structures before choosing one to apply to a business in an industry of their choice.

Steps:

1. Instructor gives a short lecture and facilitates a class discussion on the various management structures available.
2. The class breaks down into groups. Each group analyzes the types of structures available and the benefits and drawbacks to each. (Each group will take notes and choose a leader to report their findings to the class - see step 3)
3. Each group reports their findings to the class. Instructor facilitates a class discussion on these findings.
4. Each student chooses one structure and applies it to a business (real or imagined) in an industry of their choice. Each student then writes a paper explaining why that particular form was chosen, why that form is advantageous to that company and industry, and what potential drawbacks might still exist for the company with the structure that was chosen.

Learning Outcomes-student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate	Content Knowledge	Skills: critical thinking, communication, collaboration, organization, and self-assessment	Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize	Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing	Resources used: textbook, news and web sources, videos, writing lab support, etc.
Students will be able to explain various management structures.	Types of management structures available (Hierarchy, Flat, Matrix, etc).	Organization	Read The text Class Lecture Class Discussion Conducting Research	Student participation in initial class discussion	Textbook Lecture Web sources

<p>Students will be able to evaluate these structures and discuss the benefits and drawbacks to each.</p>		<p>Organization Critical Thinking Collaboration</p>	<p>Class Discussion Group Discussion</p>	<p>Student writing assignment</p>	<p>Textbook Lecture Web sources Class/Group Discuss.</p>
<p>Apply structures to a company (real or imagined) operating in an industry of their choice.</p>		<p>Organization Critical Thinking Communication Self-Assessment</p>		<p>Students presentation of writing assignment/report of findings to the class</p>	<p>Textbook Lecture Class/Group Discuss. Web sources MCC Writing Lab</p>

Project: Business Journal: Research Project

Professor James Dottin

-Focusing on the Principles of Marketing segment of the course

The Business Journal is a research project that examines a topic area of the marketing section based on reflections, experiences and outside resources to provide additional insight into the subject beyond the text and lecture material. Students are to present new information to add to the topic selected. As a final product of the project, students submit a written research paper and provide an oral presentation to their small group. A Business Journal Rubric and Small Group Reflections form is included in the student's Syllabus and accessible online via Blackboard course site.

<p>Learning Outcomes-student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate</p>	<p>Content Knowledge</p>	<p>Skills: critical thinking, communication, collaboration, organization, and self-assessment</p>	<p>Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize</p>	<p>Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing</p>	<p>Resources used: textbook, news and web sources, videos, writing lab support, etc.</p>
<p>To evaluate fifteen principles/concepts from the Marketing chapter for the <u>self-selection of one's research topic</u> for the purpose of gaining more knowledge about the marketing topic.</p>	<p>Marketing Principles & Concepts/Possible Topics</p> <ul style="list-style-type: none"> ●Marketing Concept ●Marketing Utility ●Marketing Mix ●Marketing Environment ●Target Market ●Market Segmentation Strategies ●Consumer Behavior ●Consumer Decision Process ●Relationship Marketing ●Customer Relationship Management (CRM) ●Marketing Planning ●Marketing Strategy ●Sales Forecasting ●Marketing Research ●Marketing Information 	<p>Organization Self-Assessment</p>	<ul style="list-style-type: none"> ● Reading from text of the marketing chapter and lecture notes on the Blackboard Online System. ● Organizing marketing principles/concepts by level of interest. ● Thinking process for the final selection of topic to be researched. 	<p>Student Self-Assessment: Written submission of rationale for one's topic selection.</p>	<p>Textbook, Blackboard Lecture Notes, Website Sources</p>

	<p>System</p> <ul style="list-style-type: none"> Advertising 	<p>Organization Self-Assessment Communication Collaboration</p>	<p>Reading Additional Sources Thinking on Developing a Thesis Statement Writing the Outline Collaborative Discussions of Outline in Small Groups</p>	<p>Written submission of Outline Draft Student's Reflection of Draft Presentation of Draft in Small Groups</p>	<p>MCC Writing Lab MCC Library Past students examples of Business Journals on course's Blackboard site</p>
<p>To demonstrate the development of one's topic through the drafting and revising of one's outline using the five paragraph essay outline method and presenting outline in small group discussion for feedback and revision.</p>	<p>Expanding the topic area to include information not originally found in the text.</p>	<p>Critical thinking</p>	<p>Conducting Research Reading Writing Thinking</p>	<p>Student Reflection of research gathered for added value in supporting thesis and expanding our understanding of the topic</p>	<p>MCC Writing Lab MCC Library Past students examples of Business Journals on course's Blackboard site</p>
<p>Analyze various sources of evidence to support thesis of the marketing topic</p>	<p>Gathering of the data from journals, book, newspaper articles, websites and personal experiences</p>	<p>Organizing Self-Assessment Critical Thinking</p>	<p>Writing Collaboration of collected research in Small Group Thinking and Revising of topic content</p>	<p>Student Research paper, the Business Journal</p>	<p>MCC Writing Lab MCC Library Past students examples of Business Journals on course's Blackboard site</p>
<p>Synthesize the evidence into a two-page document with proper APA In- Text Citations and APA Reference page.</p>	<p>The write-up of the research gathered into the Business Journal format</p>	<p>Collaboration Communication</p>	<p>Critical Discussion of student's paper through written questions and insight comments provided by the students within the Small Group</p>		
<p>Comprehension of the topic is demonstrated and response to students questions on the topic in the Small Group</p>	<p>The presentation of the topic with additional information and insights.</p>				

Summary

To cover finance, I use a stock market game. Initially, annual reports/CEO letters are introduced when we cover the chapter on corporations. I hand out examples of current annual reports. Each student reads the CEO letter and the financial highlight charts in the front of the annual report. They fill out a sheet describing the scope of the business, where do they do business, and a summary of the financial highlights. The students are told that they will be part of an investment team. They need to research three corporations that they feel are good corporations to invest in. The research for each corporation includes a summary of the CEO letter, one current news article about the corporation, and finding the 52 week hi/lo and close. The teams choose the best four to create a diversified portfolio of \$20,000. Once a week members of the team bring in the new close and they see what has happened to their portfolio. The teams analyze and discuss the results each week for four weeks.

As a follow up, I show a finance video, “The Wealthy Barber.” It’s a primer for people who are just beginning to think about financial products and personal investment.

Learning Outcomes-student will be able to: demonstrate, comprehend, interpret, apply, analyze, synthesize, evaluate	Content Knowledge	Skills: critical thinking, communication, collaboration, and organization, and self-assessment	Guided Learning Experiences include opportunities to read, write, think, conduct research, collaborative discussions, organize	Performances of understanding: e.g. portfolios, observations, presentations, group projects, student reflections, critical discussion, testing	Resources used: textbook, news and web sources, videos, writing lab support, etc.
<p>Students will know how to research financial information about corporations.</p> <p>Students will be able to analyze investment information</p> <p>Students will be able to interpret the results of their portfolio performance and evaluate it.</p> <p>Students will compare their results with other teams.</p>	<p>Annual report/CEO letter reviews</p> <p>Investment Terminology</p> <p>Financial terminology and strategies</p> <p>Corporation terminology and strategies</p>	<p>Organization</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p>	<p>Read annual report CEO letters</p> <p>Research financial investment news about corporations</p> <p>Discuss research with a team</p> <p>Organize and invest in a diversified portfolio of 4 stocks worth \$20,000</p> <p>Evaluate portfolio each week for four weeks.</p>	<p>The group project allows each student to offer financial research about three corporations.</p> <p>Each student has reflected on their research and has either recommended or not recommended their corporations to the group.</p> <p>The group tests out theories and rationales for investing in the corporations they choose and their allocations of money.</p>	<p>Starts with the text chapter on corporations.</p> <p>Annual reports.</p> <p>Wall Street Journal online for news articles.</p> <p>Google finance.com for 52 wk hi/lo and close</p> <p>Wealthy Barber video</p>

Appendix

Appendix A

Introduction to
Business Title III
Grant 06-11-2009

Student Self-Assessment Skills Survey

To be successful in business it is important to be skilled in communication, critical thinking, organization, collaboration, and self assessment. This course provides students with opportunities to improve their skill levels in these areas. Under the Title II grant, Middlesex Community College is making skill building in introductory courses a priority.

This survey is your own personal self assessment of these skills to date. Organization - managing and/or putting processes or systems in place

1. Have you had any formal training in problem solving skills in a classroom or business setting?
2. Give an example of a situation where you demonstrated organization skills.
3. Rank: 1 2 3 4 5 (1 low, 5 high)

Self- reflection - ability to examine your thoughts

1. How well are you able to reflect on your own thoughts?
2. What academic or professional experiences have allowed you to reflect on your thoughts?
3. Rank your ability to self-reflect: 1 2 3 4 5 (1 low, 5 high)

Collaboration - respectfully working with others

1. Have you had any opportunities to work in groups either in an academic or business setting?
2. If yes, please explain your experience and the outcome of your group experience.
3. Rank your effectiveness within the group: 1 2 3 4 5 (1 low, 5 high)

Communication Skills - written and oral

1. How much experience do you have with written business communications?

2. How much experience do you have with oral business communications?
3. In general, how would you rank your written and oral communications?
Rank: 1 2 3 4 5 (1 low, 5 high)

Introduction to
Business Title III Grant
06-11-2009

Critical thinking - problem solving skills

1. Have you had any formal training in problem solving skills in a classroom or business setting?
2. Give an example of a problem solving situation you were involved with in either a classroom or business setting.
3. Rank your ability to self-reflect: 1 2 3 4 5 (1 low, 5 high)

Appendix B

MIDDLESEX COMMUNITY COLLEGE BUSINESS DEPARTMENT CITY CAMPUS

BUS 110: INTRODUCTION TO BUSINESS

FALL SEMESTER 2009

Dr. J. W. DOTTIN

CITY CAMPUS: 5TH FLOOR CUBE #16 RED SECTION
Office Hours: 7:30a – 8:30a M - TH
Telephone: (978) 656-3172 Fax: (978) 656-3150
E-mail: dottinj@middlesex.mass.edu

I. COURSE DESCRIPTION

Introduces students to the world of business. Topics include basic economic ideas that explain domestic and global business activity, business ownership, organization, management, marketing, financial institutions, personnel, labor relations, and the interaction of business and society. **Prerequisite:** Placement above or successful completion of ENG 060 (EN 2103). **Recommendation:** Concurrent enrollment in ENG 075 (EN 2122) if CPT reading placement test is between 68 and 75. **Intensive Values:** This course satisfies the Multicultural/Global Awareness; the Values/Ethics/Social Policy Intensive Values. **Credits 3.0.**

II. INTENSIVE VALUES

Introduction to Business satisfies two intensive values:

1. Values or Ethics or Social Policy (Chapters 1, 2, 4, & 12)
2. Multicultural or Global Awareness (Chapters 1, 3, 5, 12 & 20)

III. REQUIRED TEXT

Pride, W., Hughes, R. and J. Kapoor. Business. Boston: Houghton Mifflin Company. 10th Edition.

IV. METHODOLOGY

The combined methodology of lecture, small group discussion, and case analysis is the basis for student learning throughout the course. Students will be guided in their learning through the process of critical thinking, communication, collaboration, organization, and self-assessment

V. LEARNING OUTCOMES

This course has been redesigned under the Title III grant, *Strategies for Success: Increasing Achievement: Persistence, Retention and Engagement.*

1. Students will demonstrate improvement in their communication, collaboration, organization, and self-assessment skills. The development of these skills is integrated into the core activities of the course in order to facilitate student learning experiences that engage students in acquiring the knowledge of fundamental business principles.
2. Students will demonstrate the ability to identify, articulate and examine business concepts in terms of global cultures, economic systems, technological systems, international trade, business organizations, labor relations, management, marketing systems and financial systems.
3. Students will develop the ability to differentiate social and ethical factors influencing business decisions on local and global communities.
4. Students will demonstrate the ability to employ a variety of internet resources to broaden students' discussions of critical business issues and articulate these issues in writing.
5. Students will develop a classroom environment that fosters open discussion and the exchange of diverse ideas.

VI. STUDENT RESPONSIBILITIES

1. **Student Attendance Policy:** Students are expected to attend and participate in all classroom activities. Three unexcused absences will result in a conference with you to determine your continuance in the class and a note from someone in the medical or legal field will be required. Four unexcused absences will result in voluntarily withdrawing from the class.
2. Students are expected to read assigned chapters and other related materials prior to class attendance.
3. Students are expected to schedule adequate study time outside of class to complete all assignments. All assignments are due on the date assigned.
4. Students are expected to take assigned examination on dates given or by the discretion of the professor. **There are no make-up exams.**
5. Students are expected to make the professor aware of any concerns, issues, and questions about any aspect of the classroom or subject matter.

6. There is no eating, drinking, smoking, cell phone / texting use and in the classroom.

VII. FALL 2009 ACADEMIC CALENDAR

<i>September 8</i>	<i>Opening Day</i>
<i>September 9</i>	<i>Classes Begin</i>
<i>October 12</i>	<i>Columbus Day</i> <i>No Day Classes - Evening Classes will meet</i>
<i>October 22</i>	<i>Professional Day</i> <i>No Day Classes - Evening Classes will meet</i>
<i>November 11</i>	<i>Veterans' Day</i> <i>No Day Classes - Evening Classes will meet</i>
<i>November 13</i>	<i>Last Day to Withdraw from Class</i>
<i>November 25</i>	<i>No Evening Classes</i>
<i>November 26-28</i>	<i>Thanksgiving Break</i> <i>No Classes</i>
<i>December 16</i>	<i>Day Classes End</i>
<i>December 17, 18, 21, 22</i>	<i>Day Classes Final Examinations</i>
<i>December 23</i>	<i>Reserved for Final Exam makeup due to school cancellations/day and evening</i>

VIII. GRADE EVALUATION PROCESS

DATE	EVALUATION	GRADE %
10/9	Exam I	15%
11/6	Exam II	15%
12/7	Exam III	15%
12/21	Exam IV	15%
12/2	Business Journal Research Project	15%
12/16	Core Student Success Skills (CSSS) Portfolio Assignments	15%
Due Dates	Chapter Assignments	10%
	TOTAL	100%

IX. CORE STUDENT SUCCESS SKILLS (CSSS) PORTFOLIO ASSIGNMENTS

Core Student Success Skills (CSSS) Portfolio is the student's depository of the skills building activities assigned over the course of the semester that incorporate critical thinking, communication, collaboration, organization, self-assessment. Students will place assignments within a three ring-binder with plastic sleeves for each assignment. A photograph of the student will be included in the front cover of your three ring-binder. The portfolios will be reviewed each week. The final submission of your portfolio will be at the end of the semester.

Core Student Success Skills (CSSS) Portfolio Activity	Text / Handout Assignment	Skills Development Focus
1. Exploring the World of Business - Building Team Skills	Text Chp 1, p. 33 (Q1 – Q3)	Collaboration & Communication
2. Core Student Success Skills Pre-Survey	Handout #1	Self-Assessment & Communication
3. Business Careers Research & Resume	Handout #2	Organization, Collaboration & Communication
4. Economics Issues – Wal-Mart Case Study	Handout #3	Organization, Self-Assessment Collaboration, Communication & Critical Thinking
5. Being Ethical and Socially Responsible - Developing Critical Thinking Skills	Text Chp 2, p. 69 (Q1 – Q2)	Self-Assessment, Collaboration, Communication & Critical Thinking
6. Ethical Issues – Business Case Study	Handout #4	Self-Assessment,, Collaboration, Communication & Critical Thinking
7. Exploring Global Business – Researching Different Careers (International Countries)	Text Chp 3, p. 99 (Q1 – Q3)	Critical Thinking, Communication, Collaboration, Organization, Self-Assessment
8. International Business – Globalization Video Case Study	Handout #5	Organization, Self-Assessment, Collaboration, Communication & Critical Thinking

Core Student Success Skills (CSSS) Portfolio Activity	Text / Handout Assignment	Text / Handout Assignment
9. Choosing a Form of Business Ownership – Journaling for Success	Text Chp 4, p.133 (Q1 – Q3)	Critical Thinking, Communication, Collaboration, Organization, Self-Assessment
10. Small Business – Critical Thinking Skills	Text Chp 5, p. 162 (Q1 – Q3)	Critical Thinking, Communication, Collaboration, Organization, Self-Assessment
11. Management – Business Continuity Model	Handout #6	Organization, Self-Assessment Collaboration, Communication & Critical Thinking
12. Flexible Organization - Team Building Skills	Text Chp 7, p. 212 (Q1 – Q3)	Critical Thinking, Communication, Collaboration, Organization, Self-Assessment
13. Marketing – Business Journal Research Project	Handout #7	Critical Thinking, Communication, Collaboration, Organization, Self-Assessment
14. Understanding Personal Finances and Investments – Exploring the Internet (Seeking information about individual companies and the industry to which they belong.)	Text Chp 20, p. 624 (Q1 – Q3)	Critical Thinking, Communication, Collaboration, Organization, Self-Assessment
15. Core Student Success Skills Post-Survey	Handout #8	Self-Assessment & Communication

IX. SCHEDULE

Submission of all Review and Case Study Questions via your personal MCC Blackboard account by attaching a Microsoft Word formatted document. Only use the Blackboard System for your submission, do not email your submission. Email submissions will not receive credit for work.

WEEK	DATE	LECTURE / DISCUSSION TOPICS	TEXT	ASSIGNMENT
1	9/9 – 9/11	Introduction to Course Exploring the World of Business and Economics	Chp 1	Core Student Success Skills (CSSS) Portfolio Activities #1 & #2
2	9/14 – 9/18	Exploring the World of Business and Economics	Chp 1	Core Student Success Skills (CSSS) Portfolio Activities #3 & #4 Review Questions Chp 1 (Q1 - Q18) Case 1.1, 1.2 Due: Fri., 9/18
3	9/21 – 9/25	Being Ethical and Social Responsible	Chp 2	Core Student Success Skills (CSSS) Portfolio Activities #5 & #6 Review Questions Chp 2 (Q1 - Q12) Case 2.1, 2.2 Due Fri., 9/25
4	9/28 -10/2	Exploring Global Business	Chp 3	Core Student Success Skills (CSSS) Portfolio Activities #7 & #8
5	10/5 – 10/7	Exploring Global Business	Chp 3	Review Questions Chp 3 (Q1 - Q12) Case 3.1, 3.2 Due Wed., 10/7
	10/9	EXAM I	CHPS 1 – 3	
6	10/12	<i>Columbus Day Holiday – No Day Classes</i>	Chp 4	Core Student Success Skills (CSSS) Portfolio

	10/14 – 10/16	Choosing a Form of Business Ownership		Activity #9 Review Questions Chp 4 (Q1 - Q15) Case 4.1, 4.2 Due Fri., 10/16
7	10/19 -10/23	Small Business, Entrepreneurship and Franchises	Chp 5	Core Student Success Skills (CSSS) Portfolio Activity #10 Review Questions Chp 5 (Q1 - Q15) Case 5.1, 5.2 Due Fri., 10/23
8	10/26 – 10/30	Understanding the Management Process	Chp 6	Core Student Success Skills (CSSS) Portfolio Activity #11
9	11/2 – 11/4 11/6	Understanding the Management Process EXAM II	Chp 6 CHPS 4 - 6	Review Questions Chp 6 (Q1 - Q13) Case 6.1, 6.2 Due Wed., 11/4
10	11/9 – 11/13 11/11 11/13	Creating a Flexible Organization <i>Veteran's Holiday – No Day Classes</i> Last Day to Withdraw from a Class	Chp 7	Core Student Success Skills (CSSS) Portfolio Activity #12
11	11/16 -11/20	Creating a Flexible Organization Building Customer Relationships Through Effective Marketing	Chp 7 Chp 12	Review Questions Chp 7 (Q1 - Q15) Case 7.1, 7.2 Due Mon., 11/16 Core Student

				Success Skills (CSSS) Portfolio Activity #13
12	11/23 -11/25 11/26 – 11-28	Building Customer Relationships Through Effective Marketing <i>Thanksgiving Break – No Classes</i>	Chp 12	Core Student Success Skills (CSSS) Portfolio Activity #13
13	11/30 – 12/4 12/2	Building Customer Relationships Through Effective Marketing BUSINES JOURNAL & SMALL GROUP DISCUSSION	Chp 12	Core Student Success Skills (CSSS) Portfolio Activity #13 Business Journal Due Fri., 12/2 Review Questions Chp 12 (Q1 - Q14) Case 12.1, 12.2 Due Fri., 12/4
14	12/7 12/9 -12/11	EXAM III Understanding Personal Finances and Investments	CHPS 7 & 12 Chp 20	Core Student Success Skills (CSSS) Portfolio Activity #14
15	12/14 – 12/16	Understanding Personal Finances and Investments	Chp 20	Core Student Success Skills (CSSS) Portfolio Activity #15 & Portfolio Submission Due Mon., 12/16 Review Questions Chp 20 (Q1 - Q17) Case 20.1, 20.2 Due Wed., 12/16
16	12/21	EXAM IV	CHP 20	

XI. HANDOUT SUMMARIES

1. HANDOUT #1 – Core Success Skills Pre-Survey

Faculty members are redesigning their courses to help students be more successful. One of the ways we are doing this is to integrate the following Core Student Success Skills into courses: Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment. We would very much appreciate your taking the time to give us feedback on the way in which these Core Student Success Skills have been integrated into your past courses or experiences. Your feedback will help us to continue to improve student learning and student success. Thank You!

2. HANDOUT #2 – Business Careers Research & Resume

Each student does a career report. Many choose traditional business careers such as accounting, marketing, finance, and retailing. They are exploring business by learning about one particular career. Students start by taking the Holland Code assessment for compatible careers. They compare their code to majors at Middlesex. They go to the Occupational Outlook Handbook to review career summaries. Once they have found a career that they want to focus on, they complete the following: One page summary of Occupational Handbook summary, list of schools offering that major, list of trade associations, list of trade publications, an informational interview with someone in that field, summaries of current news and industry leaders. Students also write a resume for an entry level position in that field. At the end of the semester these reports are formally presented to the class. At that time, students are made aware of a very wide variety of careers.

3. HANDOUT #3 – Economic Issues – Wal-Mart Case Study

Lectures on Economics are given in class, and students are presented with the concepts of Supply and Demand, GDP & Productivity, Competition, Business Cycles, Unemployment, and Inflation are defined. Economic systems (Capitalism, Communism, and Socialism) are compared and contrasted. Following the discussion, students watch the PBS Frontline video “Is Wal-Mart Good For America” <http://www.pbs.org/wgbh/pages/frontline/teach/walmart/>. A questionnaire is given out to the students to fill out while watching the video, and a class discussion on Imports and Exports, Employment, and Business Practices follows.

4. HANDOUT #4 – Ethical Issues – Business Case Study

In this Business Case Study ethical issues are raised. Students are given a chance to read the case study over and reflect critically on it, first as individuals and then in teams. The following work is spread out over three class sessions. (1) Students are given a lecture and discussion period about various ethical principles as applied to business. (2) At the end of the second period, students are given the case study. They receive a brief introduction to case study method, and how to read one critically. This is followed by a brief question and answer period about the methods explained. (3) Students are then directed to take the case home and read it on their own. (4) The third period starts with a quick recap of case study. Students are then broken into groups. The groups discuss the case study and what the best ethical outcome might be. They also choose a group spokesperson to explain their findings to the class. The class then discusses their findings, and deciding on what the best ethical outcome should be. (5) The instructor explains what actually happened in the “real life” example, and students compare their chosen outcome to what was done “in the field”.

(6) Optional: students individually follow up by writing reflection papers on this experience and their personal understanding/observations of which ethical principles should have/could have been applied. Enduring Understanding: What are the big and important understandings and skills within this unit?

5. HANDOUT #5 – International Business – Globalization Video Case Study

International business is growing. Despite recent worldwide recessions, globalization is a reality of our time. In the United States, international trade accounts for over one-fourth of the nation's Gross Domestic Product (GDP) which is the sum of all goods and services produced within a nation's borders. As nations' trade barriers lessen and new competitors enter the global marketplace, worldwide consumers will have greater choices among goods and services as well as new opportunities for jobs.

Students working in small groups will view, discuss and analyze the video case study, *Globalization Present and Future: Why Globalization?* The case study documents the present and future impact of global trade on the economic performance within the United States and around the world. The case will focus on: (1) import and export issues, (2) globalization tactics and strategies, and (3) global employment trends. Each small group will be assigned a specific region of the world to be researched such as Canada and Western Europe, Mexico and Latin America, Japan, Asia, Eastern Europe, Commonwealth of Independent States and Africa. Small groups will complete the following tasks: (1) discuss and analyze the video case study; (2) research assigned region's current economic performance data, export/import data, employment data from sources such as the International Monetary Fund: World Economic Outlook, U.S. Department of Commerce, International Trade Administration, and Federal Reserve Bank: National Economic Trends; (3) compare the small group's specific regional data to the United States economic performance data, export/import data, and employment data; (4) the small groups will analyze these data sets to support either the restriction of globalization or further advancement of globalization for their region; and (5) small groups will orally present their research using Microsoft PowerPoint to the class, and submit a 1-2 page paper supporting their positions.

6. HANDOUT #6 – Management – Business Continuity Model

A critical element to the success of any business venture is the level of importance placed on preparedness. According to the 9/11 Commission, “Private sector preparedness is not a luxury; it is a cost of doing business in the post 9/11 world. It is ignored at a tremendous potential cost of lives, money and national security.”

Based on the *Finagle A Bagel Case Study*, students are placed in small groups to analyze and develop a plan for this organization’s preparedness against internal and external threats by utilizing the Business Continuity Planning Model. Each student is assigned a specific organizational functional role within the small group such a marketing manager, financial manager, operation manger and personal manager. Students will provide specific input to the Business Continuity Planning Model from the perspective of their assigned roles in order to complete the following small group activities for the Finagle A Bagel organization: (1) a detailed list of emergency team members outside of the organization to assist in time of crisis; (2) a Risk Assessment Analysis Matrix of the organization; (3) a Business Impact Analysis Matrix of the organization; (4) a cost benefit analysis of the various options for protecting the organization; (5) a written 1 – 2 page Business Continuity Plan for the organization; and an oral PowerPoint presentation of the group’s plan by all members of the small group. These activities will provide students with a working knowledge of the requirements for disaster recovery within a business organization and the importance of developing and maintaining a current plan in the aftermath of 9/11. At the end of this two week project, students will gain a greater understanding of the impact of a disastrous event that causes the loss of essential services that hinders business activities and mission of the organization, and the critical management need to plan for organization’s preparedness in case of disaster. Students will gain content knowledge for this project via lectures, slides, video, and internet business sites.

7. HANDOUT #7 – Marketing– Business Journal Research Project

The Business Journal is a research project that examines a student’s self-selected topic area within the marketing section. Students’ work will be based on their reflections, personal experiences and outside resources to provide additional insight into the subject beyond the text and lecture material. Students are to present new information to add to the topic selected. As a final product of the project, students submit a written research paper using APA documentation format and make an oral presentation to their small group members. A Business Journal Rubric and Small Group Reflections form are included in the student’s Syllabus and accessible online via Blackboard course site.

8. HANDOUT #8 – Core Success Skills Post-Survey

Faculty members are redesigning their courses to help students be more successful. One of the ways we are doing this is to integrate the following Core Student Success Skills into courses: Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment. We would very much appreciate your taking the time to give us feedback on the way in which these Core Student Success Skills have been integrated into this course. Your feedback will help us to continue to improve student learning and student success. Thank You!

X. BUSINESS JOURNAL RESEARCH PROJECT

Requirements:

1. Title Page will include: (a) Student Name, (b) Course & Section Number, (c) Date, (d) Journal Number and (e) Topic Title.
2. The Business Journal comprises of a two-page typed written document (double spaced) based on a single concept or business principle that you select from the current chapter being studied.
3. The Business Journal examines your topic based on your reflections, opinions, experiences and outside resources such as news paper articles, magazines, journals, and internet sites to support your position or opinion. All outside sources require APA Citations within the paper and APA Reference page format in addition to your two-page document.
4. The Business Journal will be presented and discussed by you within your small group. Each group member will pose at least two questions about the student's topic and one insightful comment which are recorded on the Small Group Reflections form (pp. 12 - 13).
5. The Business Journal Rubric provides a framework for writing your Business Journals (p. 14).

Small Group Reflections

Dr. J. W. Dottin

Student Name: _____

Date: _____

Each student will read aloud his/her Business Journal to the group. Please pose two questions and one insightful comment about the student's topic.

1. Business Journal Student _____

Topic: _____

2. Business Journal Student _____

Topic: _____

Small Group Reflections

Dr. J. W. Dottin

3. Business Journal Student _____

Topic: _____

4. Business Journal Student _____

Topic: _____

Business Journal Rubric

Dr. J. W. Dottin

Grade 90 – 100 %	Grade 80 – 89 %	Grade 70 – 79 %	Grade 60 – 69 %	Grade 0 – 59 %
Topic covers two full pages, doubled spaced, 12 pt.)	Topic covers two full pages, doubled spaced, 12 pt.)	Topic covers two full pages, doubled spaced, 12 pt.)	Topic covers less than two full pages, doubled spaced, 12 pt.)	Topic covers less than two full pages, doubled spaced, 12 pt.)
Depth and coherence in conveying ones understanding of the research topic	Coherence in conveying ones understanding of the research topic	Coherence in understanding of the research topic	Lack of coherence in understanding the research topic	Lack of coherence in understanding the research topic
An exemplary use of more than two examples from websites and personal experience	A good use of two examples from websites and personal experience	An acceptable use of two examples from websites or personal experience	Unacceptable use of one example from website or personal experience	Lack of any examples from website or personal experience
An exemplary use of grammar	A good use grammar	Satisfactory use of grammar	Lack of appropriate use of grammar	Lack of appropriate use of grammar
Use of text and lecture information	Use of text and lecture information	Use of text and lecture information	Use of text and lecture information	Use of text and lecture information
Defined all terms	Defined all terms	Defined some terms	Terms not defined	Terms not defined
Clarity in writing & spelling	Clarity in writing & spelling	Lack clarity in writing & spelling	Lack clarity in writing & spelling	Lack clarity in writing & spelling
APA In-Text Citations & APA References	APA In-Text Citations & APA References	Lack APA In-Text Citations and/or Lack APA References	Lack APA In-Text Citations & Lack APA References	Lack APA In-Text Citations & Lack APA References

Appendix C

Middlesex Community College
Course Syllabus for How to Succeed in Business
ENG101: English Composition 1 & BUS101 Introduction to Business

Instructors: John Femia
E-mail: femiaj@middlesex.mass.edu
Office: 107 South Academic **Extension:** 3173
Office Hours: T/TH, 12-1 & by appointment

Cathy McCarron
E-mail: mccarronc@middlesex.mass.edu
Office: 109 South Academic **Extension:** 3926
Office Hours: T/TH, 12-1; WF: 10:30-11:30 & by appointment

Please feel free to stop by our offices or contact us by email or phone. Emails will be answered usually the same day; always within 24 hours.

Required Texts:
BUSN by Marce Kelly and Jim McGowen
A Writer's Reference (Sixth Edition) by Diana Hacker

COURSE OBJECTIVES: KNOWLEDGE, SKILLS, AND GOALS

Upon Completing this course, the student will be able to:

WRITING

- Demonstrate competence in four kinds of writing: exploration, analysis, persuasion and research writing.
- Write essays that demonstrate a clear thesis statement; logical structure; an awareness of audience, purpose and voice; and a mastery of standard written English.
- Recognize and apply a writing process that includes prewriting, drafting, revising, and peer review.
- Articulate the main idea of a written text, recognize inferences, and map or outline the structure of another writer's essay.
- Find and evaluate information from outside sources and integrate the sources into their own writing, using MLA documentation.
- Prepare a simple and well organized business plan for a new product or an improvement to an established product

MANAGEMENT PRINCIPLES

- Describe organizational structures and hierarchies
- Summarize the roles of the various departments within an organization
- Choose an appropriate form of ownership for different business types and sizes
- Illustrate leadership concepts, and self evaluate leadership traits

ECONOMICS

- Explain competition and illustrate the characteristics of market types
- Summarize Supply and Demand and how they affect price and quantity in the marketplace
- Recognize barriers to entry new businesses face when entering competitive markets
- Summarize the phases of business cycles and rationalize business decisions based on the state of the economy as well as future expectations
- Describe how Unemployment and Inflation affect a company's performance and planning

MARKETING

- Identify marketing concepts such as Price, Product, Promotion and Placement in bringing new ideas or products to the marketplace
- Identify SWOTs(Strengths, Weaknesses, Opportunities, Threats)
- Illustrate and give examples of how businesses benefit by investing resources in technology and productivity
- Describe and evaluate how businesses compete through product differentiation

ETHICS

- Develop an awareness of business ethics
- Evaluate historical lessons of unethical behavior

FINANCE

- Identify Income Statement Items
- Prepare a simple 12 month Profit and Loss projection
- Research and numerically summarize business start up costs

SOFT SKILLS

- Develop skills such as critical thinking, writing, researching and presenting in evaluating businesses and choices businesses face in the decision making process
- Work in teams to deliver professional presentations on business topics
- Offer critiques on presentations and participate in brainstorming activities, question and answer activities, and roundtable discussions

INSTRUCTIONAL METHODS

There will be a great deal of reading in this course. We will try to supplement your reading by explaining what you learn in your reading assignments in as simple a way as possible. We will try to use real life examples when possible in my lectures, and will try to think of analogies that will help simplify the concepts you will learn about in your reading.

We want you to understand the theories we cover in class, but we also want you to be a critical thinker and a problem solver. We will show videos and assign outside reading that we will ask you to evaluate based on your new learning, and we are eager to listen to your points of view.

You will also be assigned to work in teams quite often throughout the semester. Working with others can be very difficult, but in almost every situation you will face for the rest of your life you will have some interaction with others. Therefore, we are hopeful you will develop and appreciate the teamwork skills you will gain that will be necessary for lifelong success, no matter what path you choose to follow in life.

STUDENT RESPONSIBILITIES

Please be aware that there will be **A GREAT DEAL OF READING** in this course.

You must be responsible enough to budget your time to complete the reading on schedule. Oftentimes the theories are difficult to pick up at first so you may need to read the material twice or more.

YOU MUST ATTEND ALL CLASSES – We cannot be responsible for helping you catch up if you miss class time. It is not fair to those students who are attending class, and we cannot stop their learning to help if you are not giving your best effort.

Successful people are those that have a good attendance record and give their best effort all the time. WE EXPECT all of your assignments to be passed in on time, and complete. Spelling and grammar are important. We want you to have pride in your work, so excellence will be expected.

SOFT SKILLS:

You will be working in teams for much of the semester. Developing soft skills such as oral and written communication, critical thinking, and working together are qualities that are common in all successful people. We are hoping your cooperation and patience with others will lead to a better comprehension of all our classroom conversations. Listening to other viewpoints often helps in evaluating your understanding of concepts, issues, and opinions on all subjects. We hope you will be open-minded in listening and speaking with your classmates, and as you develop a network of friends, you will take your learning to a higher level than just that of writing down lecture notes.

ASSIGNMENTS

Course Requirements & Deadlines

Meeting deadlines is critical to succeeding in this course. Course requirements include writing drafts and final papers, critiquing other students' work, completing grammar exercises, completing quizzes, and participating in class discussions.

ACADEMIC INTEGRITY/PLAGIARISM

All members of the Middlesex Community College community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. If you have any questions regarding proper attribution of the work to others, please review it with me prior to submitting the work for approval.

ATTENDANCE POLICY

It is the responsibility of each student to keep current with the lectures and assignments, and not slow others from progressing through the semester.

You may be absent twice without penalty. After that, you lose **2 points** for each class you are absent. Therefore, if you have an 88 in the course, and you miss a third class, your grade drops to an 86, or from a B+ to a B.

** Any student missing 3 consecutive classes without communicating with us will be automatically withdrawn from the class.

Please be on-time to class. When we close the door to start class, if you are not seated and ready, you are absent. Being tardy is disrespectful to students who come to class on time. Repeated tardiness may result in your being asked to withdraw from the class.

Prerequisite: Eligibility for ENG 101

Intensive Values: Multicultural/Global Awareness; Values/Ethics/Social Policy

This course was redesigned as part of the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement. The course materials focus on key skills of communication, critical thinking, collaboration, organization and self-assessment. As students in the pilot version of this course you will have an opportunity to think more explicitly about these skills, to apply them to course concepts and then to demonstrate how you have improved your communication, critical thinking, collaboration, organization and self-assessment skills by the end of the semester. Many of the activities in this course focus on the development of these skills, and the activities on the course calendar which are marked with an asterisk are featured as examples of "best practices" in the How to Succeed in Business Course Curriculum Guide.

Major Writing Assignments: Students will complete four papers during the semester.

- **Paper 1: Summary & Response (2-3 pages)**
Assignments include two drafts, peer review of two students' papers, one final paper
- **Paper 2: Analytical Paper (3 pages)**
Assignments include two drafts, peer review of two students' papers, one final paper
- **Paper 3: Research Paper on Business Ethics (5-7 pages)**
Assignments include two drafts, peer review of two students' papers, MLA Works Cited page, copies of all sources, one final paper.
- **Business Plan (20+ pages)**
Assignments include two drafts, peer review of two students' papers, one final paper, and one presentation.

Course Requirements & Deadlines

Meeting deadlines is critical to succeeding in this course. Course requirements include writing drafts and final papers, critiquing other students' work, completing grammar exercises, completing quizzes, and participating in class discussions.

Grading: Course grades are calculated on a point system, with a total of 100 points for the semester. You must hand assignments in on time to be eligible for all of the points.

Paper 1: 15 points

Paper 2: 15 points

Research Paper: 20 points

Business Plan: 15 points

Presentation: 5 points

Quizzes: 20 points

Writing Center Visits: 5 points

Attendance: 10 points

Total: 105 points

Writing Assignments

Paper 1: Summary & Response

draft 1 – 3 points

draft 2 – 2 points

peer reviews – 2 points

final paper - 8 points

Total: 15 points

Paper 2: Analytical Paper

draft 1 – 3 points

draft 2 – 2 points

peer reviews – 2 points

final paper - 8 points

Total: 15 points

Paper 3: Research Paper on Business Ethics

conference & draft 1 – 3 points

draft 2 – 2 points

peer reviews – 2 points

works cited page – 3 points

final paper - 10 points

Total: 20 points

Paper 4: Business Plan

conference & proposal – 2 points

draft – 3 points

final paper with charts & graphs – 10 points

Total: 15 points

Business Plan Presentation: 10 points

Class Participation & Attendance - 10 points (You may be absent twice without penalty. After that, you lose **2 points** for each class you are absent.)

Quizzes – 20 points (There will be 11 2-point quizzes over the course of the semester. You may drop one quiz grade. There are no make-up quizzes.)

Writing Center – 5 points (You are required to attend the Writing Center for one 30-minute session each week.)

Academic Integrity/Plagiarism

All members of the Middlesex Community College community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. If you have any questions regarding proper attribution of the work to others, please review it with me prior to submitting the work for approval.

Tentative Course Calendar: Homework & Due Dates

Week 1

9/8 First Day Activity: "Reaching Your Potential"*; Writing Sample; Overview of Business Topics to be Covered in Course. What Makes a Strong Team? **HW:** Purchase textbooks. Read chapter 1 in textbook.

9/10 Introduction to Writing a Summary & Response. Overview of Economics. **HW:** Write Draft 1 of summary

Week 2

9/15 (Draft 1 of Summary due at the beginning of class.) Birth of Economics and Government; Prisoner's Dilemma; Action Verb Activity. * **HW:** Read chapter 2 in textbook.

9/17 Writing Concisely Exercise. Continuation of Economics. **HW:** Read economics handout.

Week 3

9/22 Sentence Revision Exercise. Continuation of Economics. * **HW:** Write draft 2 of summary. Read leadership articles. Read chapter 3 in textbook.

9/24 (DRAFT 2 due at the beginning of class.) Peer Review Summaries. Complete Economics Discussion. * **HW: Complete summary.**

Week 4

9/29 (PAPER #1: Summary DUE at the beginning of class.) Field Trip to Middlesex Canal. **HW: Begin draft 1 of Analytical Paper.** Read chapter 4 in textbook.

10/1 Fill out checklist. Wal-Mart Lecture & Watch Frontline Video. * **HW: Complete draft 1 of Analytical Paper.**

Week 5

10/6 Thesis Statement Exercise. Library Demonstration. Continuation of WalMart discussion*. **(Draft 1 of Analytical Paper due at the beginning of class.) HW:** Read chapter 5 in textbook.

10/8 Incorporating Quotes Exercise. Writing an Effective Introduction. Watch first half of *Wall Street*. Introduction to Business Ethics. * **HW: Complete draft 1 of Analytical Paper. Begin thinking of ethics topic for research paper.**

Week 6

10/13 DRAFT 1 of Analytical Paper due at the beginning of class. Watch second half of *Wall Street*. Discussion of Film. *Topic Sentences Exercise. Discussion of Ethical Dilemmas. Writing Exercise. **HW: Read chapter 6 in textbook.**

10/15 Discussion of Analytical Paper – moving from draft to group presentation.
HW: Complete Draft 2

Week 7

10/20 Draft 2 of Analytical Paper due at the beginning of class. Work on group proposal for Middlesex Canal. **HW: Complete paper #2. Read chapter 7 in text.**

10/22 : Paper #2: Analytical Paper due at the beginning of class. Present Proposal to Middlesex Canal Board.

Week 8

10/27 Introduce Research Paper. Do Listen Closely: NPR activity*
Beginning the Research Proposal.*

HW: Write proposal for research paper & bring to conference. Read chapter 8 in text.

10/29 Conferences re: research paper. Please be on time.

<p>Week 9</p> <p>11/3 Begin Business Plan. * HW: Complete Draft 1 of Research Paper. Read chapter 9 in text. Micro lending Presentation. HW: Develop Business Plan Idea. *</p> <p>11/5: Draft 1 of research paper due at the beginning of class. Further discussion of Business Plan. Lead, Thesis Statements & Topic Sentences* Business Plan Mission Statement*</p>
<p>Week 10</p> <p>11/10 : HW: Read chapter 10 in text. General Company Description Due</p> <p>11/12 HW: Complete Draft 2 Products and Services Due*</p>
<p>Week 11</p> <p>11/17 – Draft 2 of research paper due at the beginning of class. HW: Read chapter 11 in text. Marketing Plan *</p> <p>11/19 – HW: Complete Research Paper. Marketing Plan Due</p>
<p>Week 12</p> <p>11/24: Research Paper due at the beginning of class. HW: Read chapter 12 in text. Operational Plan Due*</p> <p>11/26: Thanksgiving – Class Does Not Meet HW: Complete Draft 1 of Business Plan. *</p>
<p>Week 13</p> <p>12/1: Draft 1 of Business Plan due at the beginning of class. Read chapter 13 in text. Financial Plan - Startup Expenses and P&L Due*</p> <p>12/3: Executive Summary, Table of Contents Due*</p>

Week 14

**12/8 HW: Read chapter 14 in text.
Final Business Plan Due***

12/10 HW:

Work on Presentations*

Week 15

12/15 Begin Business Plan Presentations*

12/17-12/22: FINAL EXAM: Continue Business Plan; Complete Final Quiz

Appendix D

Middlesex Community College
Introduction to Business - BUS110-34
Fall 2009 – Session II
Saturdays 12:30pm – 5:30pm
Bedford Campus
Henderson Hall, Room 112

Instructor: Jim Grenier
Phone or text during business hours: 1-339-222-1442
E-mail: grenierj@middlesex.mass.edu

Course Description

Introduces students to the world of business. Topics include basic economic ideas that explain domestic and global business activity, business ownership, organization, management, marketing, financial institutions, personnel, labor relations, and the interaction of business and society. **Note:** This course satisfies the Multicultural or Global Awareness and the Value or Ethics or Social Policy Intensive Values.

Prerequisite: Placement above or successful completion of EN 2103. **Recommendation:** Concurrent enrollment in EN 2122 if CPT reading placement test is between 68 and 75.

Overview

This course is an overview of the world of business. The issues covered by this course are applicable for both for-profits and not-for-profits. Although not-for-profits do not need to make a profit, they must still generate a positive fund balance or surplus from which they can reinvest into their business.

Thus, all organizations must be concerned with the issues of working in diverse, multi-cultural, global environments; empowering employees in order to satisfy customers and clients; managing human, capital and financial resources effectively and efficiently; identifying markets for goods and services; operating within the business, regulatory and macroeconomic environments and doing all of this in an ethical and socially responsible manner. These contextual considerations enable this course to meet the multi-cultural and global awareness, value, ethics, and social policy intensive values.

In addition to considering for-profit and not-for-profit organizations, we will also consider very small businesses that may mostly be organized as a sole proprietorship. Although the external environment in which medium to very large (i.e. a multi-national business) for-profit business operates in is the same, the resources that a very small business, or “micro-business” (i.e. one which employs nineteen or less employees) has are very different. Thus, the effort required of an entrepreneur to start and to manage a micro-business requires special study.

Accordingly, we will cover an array of topics over the course of the semester. Although we will not cover every topic in the textbook, we will review the main considerations of managing business headquartered in and operating both within and without the United States today.

Major Learning Outcomes

After completing this course, you will be able to:

- Explain the challenges of launching and/or managing a *very small* to very large *business* in the United States today
- Describe basic management issues, including those involving people, finances, marketing and operational processes.
- Explain various ethical concepts as they relate to business.
- Employ skills such as critical thinking, writing, researching, and presenting (see below).

Additional Learning Outcome

This course has been redesigned under the Title III grant, Strategies for Success: Increasing Achievement: Persistence, Retention and Engagement. Therefore, you will find an additional learning outcome for this course:

Students will demonstrate improvement in their organization, self reflection, collaboration, communication and critical thinking skills. The development of these skills is integrated into the core activities of the course in order to facilitate student learning experiences that engage students in acquiring the knowledge of fundamental business principles.

Teaching Methods

The material in this course is taught using a variety of methods including lecture, guided discussion, small group activities, large group activities, case study, and video. The intent is to present the material in a variety of methods to meet the variety of learning styles of the participants. This is not meant to be a distraction. Its use is intentional. Hopefully, this will appear seamless and integrative to you the learner.

Course Requirements

There is no required textbook purchase for this course. You may view all the required readings on-line. The primary [link](#) for required readings is listed below. There will be others given out as the semester progresses.

<http://www.flatworldknowledge.com/pub/1.0/exploring-business/27989?course=16516>

In addition, you should read and feel free to bring in articles from other newspapers, magazines, and journals which are relevant to the course topics. These sources include *The Wall Street Journal*, *The New York Times*, *The Economist*, *Inc.*, *The Boston Business Journal*, *Harvard Business Review*, *Business Week*, *Time*, *Newsweek*, *US News & World Report*, *Fortune*, *Fast Company*, *Entrepreneur*, *Black Enterprise*, *Hispanic Business*, *Working Women* and others.

Class Requirements (Grading)

Four Quizzes at 15 Points each	60 Points
Entrepreneur Paper	20 Points
Other Assignments	20 Points
Class Participation	Up to 10 Additional Points

Please note that this form of grading has a “built in” form of “extra credit”. No other “extra credit” assignments will be offered for this course.

Overall

Participants will be evaluated based on four quizzes, an entrepreneur paper, inside and outside assignments, and preparedness for and participation in classroom discussions.

It is expected that readings, case/issue preparation, and other assignments will be completed prior to class.

Assignments are due at the beginning of class.

This course only meets once per week, Therefore: Late assignments will be marked down one full letter grade per day (not class session) that they are late.

Weekly Quizzes

Quizzes will include multiple choice, true and false, and brief essay questions. The mini-exam format will enable you to choose to complete all multiple choice and true and false questions only, brief essay questions only or a combination of both with appropriate weightings. This choice of test style is provided to allow each student to utilize whatever approach best enables you to demonstrate your understanding of the course material.

Make Up Policy for Quizzes

Quizzes missed due to un-excused absences may not be made up.

Entrepreneurship and Micro Businesses

Many textbooks used in college courses are geared towards medium to very large for-profit businesses. The size of those companies provides them certain advantages (so-

called economies of scale) in terms of: access to capital, limited liability, more abundant resources, a larger and more abundant labor pool, lower costs of doing business, etc.

We will, of course, discuss the major factors and issues involved with large corporations.

However, Micro-businesses (i.e. those who employ nineteen or fewer employees) employ 34% of the workforce in Massachusetts, represent 97% of Massachusetts businesses and generate \$4.2B in revenue (in 2006).

More importantly, one out of three of you will either own or be employed by a micro-business.

To facilitate your learning about this topic, you will be required to select a micro-business (as defined above). Talk to at least one person who manages such a business. Ask how he or she started the business. Ask about financing, personnel problems, marketing strategies, and other managerial matters. Prepare a summary of your findings, including whether or not you would be interested in becoming an entrepreneur and why or why not. This assignment should be at least three (3) pages. More information on this assignment will follow.

Class Participation

You are expected to attend class regularly and to participate in class discussions and activities in order to maximize the value of the class material and to optimize your learning experience. Class participation will be assessed based on its relevance to the topic, its importance towards addressing a significant issue, if it is thought-provoking in nature and its originality.

Each class session will include the discussion of a case application or assigned reading. You are expected to have read the assigned reading prior to class in order to actively participate in the class discussion.

You may find that taking notes is helpful to your learning. Also, you may be called on at any time, without prior notice, to provide a synopsis of a concept or a case, its major points, how course concepts relate to the situation described, what are the muddiest points in the work, and/or what would make the material clearer. Please remember: You may earn up to 10 points of “extra credit” because of your class participation.

Class Attendance

Attendance will be taken at every class session.

This course only meets seven (7) times in total. I reserve the right to remove your name from the roster if you miss more than one (1) class session.

If you will be absent: please inform me in advance regarding the reason for your absence. Also, please notify me via email (preferably) or leave me a voicemail message.

Missing any one (1) specific class will not cause a direct markdown of your grade.

Here is how absences will hurt you: Even a single absence from class can and will affect your grade in the following ways:

- You will miss important material and class discussions that can not be recovered.
- Your exam grades will suffer because of this information loss.
- You will miss an opportunity to learn and share your own experience with the rest of the class.
- Missed quizzes, workshops, and assignment deadlines WILL affect your grade, quickly and drastically.

Class Schedule and Activities

Please follow the planned Class Schedule unless otherwise instructed. Readings may not always be explicitly discussed in class, but all readings are important and are relevant to course objectives. If you have specific questions, you should bring them up.

Finally, this schedule may be modified as necessary (i.e. items may be added, deleted or changed).

<u>Date</u>	<u>Topic</u>	<u>Chapter Topic and Class Activities</u>
10/31	Introduction	Course Overview; Review the Course Syllabus Roster Information
	Chapter One	The Foundations of Business
	Chapter Five	The Challenges of Starting a Business
11/07		Quiz Number 1
	Chapter Four	Selecting a Form of Business Ownership
	(Reading TBA)	Entrepreneurship and Start-Up Businesses Video: Startup.com
11/14		Quiz Number 2
	Chapter Two	Business Ethics and Social Responsibility Business Ethics Case Study (Title III)
	Chapter Three	Competing in Global Markets

11/28	Thanksgiving Break	No class, but you will be working on your Entrepreneurship Paper
12/05		Entrepreneurship Paper Due (Title III)
	Chapter Six	Managing for Business Success
	Chapter Seven	Recruiting, Motivating, and Keeping quality Employees
12/12		Quiz Number 3
	Chapter Nine	Marketing: Providing Value to Customers
	Chapter Ten	Product Design and Development
12/19		Quiz Number 4
	Chapter Fifteen	Managing Information and Technology
	Chapter Fourteen	Personal Finances

Appendix E

Introduction to Business BUS 110

Professor Gulbicki

Office Location: Henderson Hall Rm 122

Tele: 781-2803854 - voice mail messaging available

Email: gulbickip@middlesex.mass.edu

Office Hours: Posted on office door each semester

Course Description (as per college catalog)

Introduces students to the world of business. Topics include basic economic ideas that explain domestic and global business activity, business ownership, organization, management, marketing, financial institutions, personnel, labor relations, and the interaction of business and society. This course satisfies the Multicultural or Global Awareness and the Values or Ethics or Social Policy Intensive Values. Prerequisite: Placement above or successful completion of EN2103. Recommendation: Concurrent enrollment in EN2111 if CPT reading placement test is between 68 and 75.

Lecture/Classroom Style

There are two tests on chapter material, maps and news from the Wall Street Journal. Each test covers approximately six chapters. For each chapter there is a study guide. Students read the chapters, complete the study guide questions at home and come to class prepared to review the material in class. There is very little note taking in class. There is review, discussion and group activities and videos.

As we review the textbook material, we reinforce the points with relevant news from the Wall Street Journal, personal business experience, etc. There is time for discussion while going over the basic terms, theory and material in the chapters. Map work and international business is included. It is important for our students to know where the power centers are for business. We focus on three: North America, Europe and Asia.

As the course progresses, students work on a career/industry report. Each student chooses one career or industry that interests them. The requirements for the research and presentation are reviewed and edited in class. This involves library research, internet research and an informational interview. The career/industry reports are formally presented at the end of the semester.

The last unit is on finance. This is a three part activity that starts with stock research, and a stock market portfolio that is tracked for four weeks and a short activity involving a real estate investment.

Intensive Values

During the first section of the textbook material, we also cover the materials for the Intensive Values requirements. This course covers issues dealing with ethics and also international and cultural values. The chapter on Ethics and Business as well as up to date ethical issues mentioned in the Wall Street Journal are reviewed.

The students focus on three main areas of the world that are important to business. They study North America and the NAFTA agreement, the countries involved in the EU and important countries in the Pacific Rim as well as India.

As a class activity, students are paired and given a country to report on. The emphasis is on understanding cultural differences and planning a business trip to that country.

Course Objectives:

- To help students learn the basic fundamentals of business.
- To help students learn what people do in marketing, management, finance, human resources, accounting, production and other business areas.
- To learn basic terms and concepts in the above mentioned area.
- To help students research any career path that interests them.
- To produce a career research report that provides the student with sources that will be useful in their many career paths.
- To practice giving a formal business presentation.
- To understand investing in the stock market.

Learning Outcomes

This course has been redesigned under the Title III grant, Strategies for Success: Increasing Achievement: Persistence, Retention and Engagement.

1. Students will demonstrate improvement in their organization, self reflection, collaboration, communication and critical thinking skills. The development of these skills is integrated into the core activities of the course in order to facilitate student learning experiences that engage students in acquiring the knowledge of fundamental business principles.
2. Students will complete a pre-course and post course Self-Assessment Skills Survey to determine skill development. The pre-course survey is attached to this document.
3. Examples of three units that emphasize skill building are also attached to this document.

Course Policies

Be prepared. Be on time. Be professional.

If a student is unable to attend a test session and can provide a valid document stating the reason, a makeup test will be given during an office hour.

Grade Breakdown

2 Tests and 1 Financial Activity Report	60%
Career Report and Presentation	40%

Textbook

BUSN by Kelly/ McGowen 2009-2010 Edition

Attendance Policy

Purpose: Improve student retention, achievement and help foster the development of professional attitudes.

1. Class starts when the professor starts. Please do not enter the class after the professor has started. It is disruptive to both the professor and the class.
2. Class ends when the professor ends the session. Please do not leave the class before that time. Again, it is disruptive to do so.
3. 4 cuts are allowed. After 4 the student should seriously consider formally dropping the course. After that amount of missed work, the student risks passing the course.
4. Attendance is taken and recorded.

Skill Building in BUS110 Introduction to Business - Prof Gulbicki

As part of the Title III grant, Introduction to Business includes the following skill building:

**Critical Thinking
Communication
Collaboration
Organization
Self-Assessment**

This section of Introduction to Business includes these in the following activities and sections:

Stock Market Game Activity

Interpret Stock Market Research for 3 Corporations - **Critical Thinking, Organization and Communication**

After reading CEO annual report letter and Wall Street Journal articles and collecting the 52 week high/low information, students determine which stocks to recommend to their investment team.

Investment teams choose a portfolio of 4 corporations that they track for 4 weeks - **Collaboration and Communication**

Investment teams record and analyze stock performance for 4 weeks - **Critical Thinking, Self-assessment and Communication**

Ethical Issues Chapter and Activity

Teams analyze workplace ethical case studies to determine best ways to handle situations - **Critical Thinking, Communication and Collaboration**

International Business Activity

Students synthesize information from ExecutivePlanet.com and present an overview of proper business behavior for one country - **Collaboration and Communication**

Career Report

Students take the Holland Personality Assessment, research majors and careers, focus on one career for an in-depth career report and presentation that includes an informational interview – **Self-assessment, Organization, Critical Thinking and Communication**