

MIDDLESEX COMMUNITY COLLEGE

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Strategies for Success COURSE GUIDE

How to Succeed in 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.

Table of Contents

Introduction	2
Lesson Plans	3
LP 1: First Day Activity: “Reaching Your Potential”	4
LP 2: Research Proposal Start-Up	6
LP 3: Listen Closely: Elements of a Research Paper	12
LP 4: Lead, Thesis Statement & Topic Sentence Activity	15
LP 5: Introduction and Overview of Economics in Business	17
LP 6: Business Ethics Research and Critical Thinking Paper	19
LP 7: Business Planning and Strategy – Developing a Business Plan	21
Appendix: Course Syllabus, Fall 2009	24

Introduction

How to Succeed in Business blends *Introduction to Business* (BUS 101) with *English Composition I* (ENG 101). This 6-credit course introduces students to the world of business and the necessary writing skills to be successful. In this interactive learning environment, students explore and write about the world of business, focusing on how successful businesses are operated. Students examine real-world business issues such as technology trends, current economic conditions, and business ethics. Topics include economic theories and how they affect domestic and global business activity; business ownership; organization, management, and personnel decisions; marketing theory; financial operations; and the interaction of business and society. Students are introduced to several expository writing and research techniques and complete four major writing assignments: a summary on a business article, an analytical paper based on a series of business articles, a 5-7 page research paper on business ethics, and a business plan. This gateway course reinforces both writing and study skills to prepare students for success in upper level college courses.

This course has been redesigned to meet the goals of the Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement*. The grant has outlined the following Core Student Success Skills (CSSS): Critical Thinking, Collaboration, Communication, Organization, and Self-Reflection. 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.

How to Succeed in Business is a designated learning community; therefore, the lessons included in this guide focus on building a community of learners in the classroom. Each lesson plan includes both an individual and a group component, and the core community success skills of collaboration and communication appear in all of the lessons. This resource guide was created to provide new and existing faculty with models of lesson plans designed to develop the CSSS which can be adapted for use in other learning community courses, as well as in traditional *Introduction to Business* and *English Composition I* courses.

This guide includes seven lesson plans and sample handouts. Each lesson plan individually lists the CSSS which are infused into them, offers semester sequencing advice, and provides detailed instructions for utilizing the plan. In the section following the lesson plans, there is a sample syllabus from the redesigned fall 2009 course.

We hope that you find this guide useful in developing or redesigning your learning community, *Introduction to Business* or *English Composition I* course, and we seek feedback, questions, and comments on how these lesson plans were adapted in your classrooms. For comments or questions on individual lesson plans, please contact either Cathy McCarron at mccarronc@middlesex.mass.edu or John Femia at femiaj@middlesex.mass.edu

Lesson Plans

Lesson Plan 1

Title: First Day Activity: “Reaching Your Potential”

Suggested Timeframe: 75 minutes

Learning Objectives:

Students will be able to:

1. Reflect on their past performance in school and in the workplace.
2. See the connection between success in school and success in the workplace.
3. Compare their theories on “reaching their potential” with Robert S. Kaplan’s viewpoint in the *Harvard Business Review* article, “Reaching Your Potential.”
4. Pull direct evidence from a text to support points.
5. Reflect on their long-term academic and career goals.

Core Student Success Skills:

Critical Thinking, Collaboration, Communication, and Self-Assessment

Materials:

- Handout—“Reaching Your Potential”
- Markers and a white board

Context within the Course: This activity can be used as an icebreaker on the first day of class. (However, the activity can be inserted into the course at any point during the semester.)

Procedure:

1. Ask the students to think about a time when they did their best or “reached their potential” in a **course** in another college course, high school, elementary school or middle school.
2. Ask the students to write for 5 minutes about the experience of reaching their potential. (How did they know they had excelled or reached their potential? What did it feel like to do their best? What elements/circumstances made “reaching their potential” possible?)
3. Ask the students to think about a time when they did their best or “reached their potential” in a **job** or **volunteer** position.
4. Repeat Step 2.
5. Place students in groups of 4. Ask them to hold a 5-10 minute discussion on their experiences with reaching their potential and determine where students’ experiences were similar and different.

Assign each group member a role:

- Scribe – takes notes and announces to the class the name of each person in the group;

- Speaker on Academics – presents to the class the group’s experience reaching their potential as a student;
- Speaker on Workplace - presents to the class the group’s experience reaching their potential as an employee or volunteer;
- Speaker on Common Elements – presents to the class the common threads between succeeding in the classroom and in the workplace.

6. Before having each group present, have students call out the names of courses and types of jobs in which they were successful. List the courses and jobs on the board. (This list should demonstrate that success can occur across a wide range of courses and occupations.)

7. Then go to each group and ask them to describe students’ academic success, then workplace success, then common elements between the two.

8. After the discussion, ask students to make a list of their three greatest strengths and weaknesses. Ask them to look at the list and determine which was harder to come up with. Then ask them to look at the strengths and weaknesses and make a list of the strengths that contribute to academic and professional success and the weaknesses that detract from academic and professional success.

9. Hand out “Reaching Your Potential” by Robert S. Kaplan. Ask students to read the article silently.

10. Have students return to their groups and make a list of 10 points Kaplan makes in the article. Ask students to quote Kaplan directly when explaining each point.

11. Ask each group to report two points to the class. Write each point on the board. If a point has already been raised, students must come up with a different point. (This step requires that students re-read the text to come up with new material.)

12. Finally, ask students to what extent they agreed or disagreed with Kaplan’s article. Then ask students how they could apply Kaplan’s advice for mid-career professionals to their own lives as beginning college students.

Next Steps: This activity could lead to the summary assignment. Refer to the 10 points students have listed and discuss which points you would keep, add or delete when writing a summary of Kaplan’s article. Mention that summaries are objective explanations that state the main points of the text in chronological order. Develop a mock-summary with the class using Kaplan’s accessible article. Then have students write a summary of a different article.

Lesson Plan 2

Title: Research Proposal Start-Up

Suggested Timeframe: 50 minutes

Learning Objectives:

Students will be able to

1. See the correlation between a proposal in an academic setting and a proposal in the workplace;
2. Practice narrowing topics from general to specific;
3. Determine the difference between primary and secondary audience for their proposal;
4. Reflect on their motivation for choosing a particular research topic.

Core Student Success Skills:

Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment

Materials:

- Choosing a Topic Handout
- Research Proposal annotated form and blank form

Context within the Course: This activity should take place directly before the research paper. The assignment builds on students' understanding of the thesis statement and should occur after students have been introduced to the library databases.

Please note: tell students about the research paper at the beginning of the semester so they can begin thinking of topics.

Procedure:

1. Ask students to choose one of two scenarios:

Scenario A. You are a student intern at *Business Week*. Your boss has been impressed with your work and asked you to pitch a story idea for an upcoming issue. The story has to relate to a current business issue related to business ethics.

Scenario B. You are a student intern working for a United States Senator on Capitol Hill. The senator you work for has asked you to research a business issue related to business ethics and to put together a recommendation report regarding how to improve or change a current business practice or policy: for example, credit card policies, ATM fees, pharmaceuticals: generics vs. brand names, etc.

When presenting these scenarios, emphasize that these are real-world examples. In the business world, requests for proposals occur in many fields. Employees produce extensive proposals to convince a potential client that they are capable of completing an excellent project. Financial services, architecture, construction, engineering (nearly every field) require a proposal process.

2. Hand out the “Choosing a Topic” handout. Go through the difference between an unfocused/general topic to a focused/specific topic.
3. Hand out the annotated and blank “Research Proposal” forms. Read the annotated form aloud, explaining each section and taking questions from students.
4. Ask students to begin filling out their forms. After about 10 minutes, put students into groups of 4 (or 3 or 5 – depending on class size) and ask students to share their ideas with each other. Tell the group to select one potential topic and fill out the proposal form. Ask the group to choose a speaker who will present the proposal to the class.
5. Each group presents its proposal. The instructor and students offer feedback on how to narrow or re-focus the topic or other ideas about obtaining research.

Next Steps: This activity leads directly into the research paper. Students have conferences with the instructor to go through the proposal and amend it as necessary.

CHOOSING A TOPIC

The in-depth nature of the research you'll do in the class and the relatively short time you have to complete your report make it essential for you to delve into your topic almost immediately. However, it is critical that you choose wisely. Topics should focus on issues or problems you already know something about and care about.

Choosing a topic and developing a thesis statement are the most important aspects of this paper. Your job is to develop an original approach to your topic. Consider the following examples of focused and unfocused topics.

Unfocused Topics

Samples of *unfocused, non-specific* topics:

- Insurance company excesses
- Business corruption
- Insider trading
- Nepotism in the Workplace
- Negative Effects of Lobbyists

Focused Topics

Samples of *successful (focused, specific) questions to explore*

- Should Credit Card companies require applicants under the age of 25 to pass a quiz before obtaining a credit card?
- Are the insurance companies' policies regarding the use of generic drugs in the patients' best interests?
- Does the "Cars for Clunkers" program offer unfair advantage to the auto industry?
- In exchange for their scholarships, are Division I college student athletes receiving a lower quality education than their non-student athlete classmates?
- Even though ESPN is owned by Disney and targets its programming to all ages, does the sports network place revenues over family values when selecting its advertisers?

Format for Proposal for Research Project

Please fill out the blank version of this form.

1. Title of Project:

Give your project a working title, which may or may not become the title of your paper.

2. Statement of purpose:

Explain what you hope your research will find or show. State your question or series of questions that you are researching. (After you have conducted significant research you should be able to answer your question[s] in one or two sentences, which may become the thesis of the final paper.)

3. Target Audience:

Describe each audience you are trying to reach. (See attached audience analysis sheet.)

4. Background:

Explain your interest in and experience with this topic. Describe any previous research you have conducted on this or related topics, any classes you have taken on this or related topics, or any reading you have already done in the field. If you have personal experience that has led you to want to do more research, describe that here, too.

5. Significance:

Explain why this topic is worth considering, or this question or series of questions is worth answering. Answer the following questions:

Why should your instructors let you select this topic?

What do you hope to learn from it?

What will this new knowledge add to the field of knowledge that already exists on this topic?

What new perspective will you bring to the topic?

What use might your final research paper have for others in this field or in the general public?

Who might you decide to share your findings with once the project is complete?

6. Methodology:

Explain how you will conduct your research in as much detail as possible. Discuss the kinds of sources you hope to consult and the methods you will use (e.g., journal articles, surveys, interviews, field observations, transcripts from radio programs, etc.).

7. Problems:

Describe the problems you expect to encounter and how you hope to solve them. For example, texts might be unavailable, necessitating travel to other libraries or use of inter-library loan facilities; people you had hoped to interview might be unavailable or unwilling to participate, necessitating that you select other interviewees or change the focus; internet sites might be down or no longer available, etc. (Try to imagine every possible problem so that you have contingency plans and the project doesn't become derailed.)

8. Bibliography:

*Make a list of texts you plan to consult. You should aim to make a list of at least **10** potential sources, which you will then narrow down as you conduct the research. From this list you will create your Works Cited and Works Consulted lists.*

This worksheet is adapted from Drew University,
http://users.drew.edu/~sjamieso/research_proposal.html

Format for Proposal for Research Project

Please download this form from the Blackboard course site and complete it.

1. Title of Project:

2. Statement of Purpose:

3. Target Audience:

4. Background:

5. Significance:

6. Methodology:

7. Problems:

8. Bibliography:

This worksheet is adapted from Drew University,
http://users.drew.edu/~sjamieso/research_proposal.html

Lesson Plan 3

Title: Listen Closely: Elements of a Research Paper

Suggested Timeframe: 50 minutes

Learning Objectives:

Students will be able to

1. Isolate the central idea of a research story from a radio program;
2. Determine the types of sources used;
3. Separate facts from opinion;
4. Analyze the integrity of the argument;
5. Make a connection between the elements in the radio story and the elements of the students' research paper.

Core Student Success Skills:

Critical Thinking, Communication, Collaboration

Materials:

- Computer with Internet Connection and Speakers
- Link to NPR story: <http://www.npr.org/templates/story/story.php?storyId=102015719>
"Med Schools Pressed To Cut Drug-Firm Ties" (or search the archives and choose another story related to students' research papers)
- Board & Markers or Chalk
- Radio Story Worksheet

Context within the Course: This activity should take place directly after the lesson on developing a research proposal. This could occur in the same class period if it is a double class period. However, it needs to occur before the conference on the proposal (and also before beginning the first draft of the paper).

Procedure:

1. Ask students to listen to NPR radio story, "Med Schools Pressed To Cut Drug-Firm Ties." Tell students to take notes while listening to the story. Click on the link and play the story: <http://www.npr.org/templates/story/story.php?storyId=102015719>
2. After students have listened to the story once, ask them to jot down the central idea of the story. Then ask students to listen to the story again and jot down every source, every fact and every idea they hear. After students listen a second time, hand out the "Radio Story Worksheet" and ask students to fill it out.
3. Put students in groups of four and ask them to compare the notes they've written on the chart. Have students contribute out loud the following information and list answers on the board:

Central Idea, Sources Used, Facts & Figures, and Opinions
(Discuss the types of sources and the difference between facts and opinions.)

4. Ask students to return to their groups to consider the following questions:

A. Who is the intended audience for this story? Does the audience need any prior knowledge about this topic to understand the story fully? Are there any terms that should have been defined in the story?

B. Does the reporter successfully prove his thesis? Think a little more deeply about how the evidence supports the thesis. Were the sources used sufficient to prove the point? Or, do you think the reporter needed to include other sources to persuade the audience?

C. If this story were a first draft instead of a final published piece, what advice would you offer this reporter to revise this story?

5. Discuss these questions as a group. Then ask students how they can use the lessons learned from the story to write their research papers. Discuss the narrow focus of the story, as well as its structure (introduction, body with supporting evidence, conclusion) and its pacing.

Instructor's Note: Because this activity focuses on listening skills, it provides an alternative to reading and can benefit students who are auditory learners.

Next Steps: This activity leads directly into the research proposal and first draft of the research paper. Refer to this story when discussing narrowing a topic and gathering supporting evidence.

Radio Story Worksheet

Look at the notes you've taken on the NPR story on ethics in medical school. Then fill out the sheet below.

Central Idea of the Story:

Sources: (include names and credentials)

Facts & Figures:

Opinions:

Lesson Plan 4

Title: Lead, Thesis Statement & Topic Sentence Activity

Suggested Timeframe: 75 minutes

Learning Objectives:

Students will be able to:

1. Learn to revise sections of their research draft.
2. Recognize and develop an effective thesis statement.
3. Recognize and develop effective topic sentences.
4. Write error-free sentences.
5. Revise/edit peers' work.

Core Student Success Skills: Critical Thinking, Collaboration, Communication

Materials:

- Handout—Lead, Thesis Statement & Topic Sentence worksheet
- Markers and a white board

Context within the Course: This activity can be used after the first draft of the research paper. (Please note: The activity can be adapted to be used after the first or second drafts of any paper in any course.)

Procedure:

1. Copy and hand out the Lead, Thesis Statement & Topic Sentence worksheet.
2. Give students 25 minutes to work from their drafts to complete the worksheet. Encourage students to revise sentences from their drafts as they go along.
3. Ask students to volunteer to read their two leads aloud. Ask the class to vote on which lead they like better. (Emphasize that revision can improve the paper & writing a new lead can renew students' interest in their paper.)
4. Put students in groups of 4. Ask each group to choose two thesis statements and two topic sentences to put on the board. (Each group member must contribute one sentence.)
5. Once all the sentences are on the board, ask students to work with each other to make sure all sentences are grammar free.
6. Examine each sentence and discuss to what extent each makes an effective thesis statement or topic sentence and explain why. Offer suggestions to narrow the thesis statement or make the topic sentence sharper. Check the grammar on each sentence. If all sentences are grammatically correct, give everyone in the class one point extra credit.

Lead, Thesis Statement & Topic Sentence Activity

1. Write two markedly different leads for your research paper in the space below. (The sentences must be constructed differently and have different main verbs.)

2. Write your thesis statement in the space below. Make sure it follows logically from the prompt: "I want to prove that . . ."

Also, make sure your thesis can be proven successfully in a 5-7 page paper. If not, please type a revised version beneath it.

3. Write six topic sentences in the space below. If the topic sentence does not state the point of the paragraph *and* include a transition, re-phrase it.

Then choose your best one to write on the board.

Extra Credit Challenge: Type on the computer or write on the board your thesis statement and one topic sentence. If **all** thesis statements and topic sentences are error free, each person in the class will receive 1 point extra credit.

Lesson Plan 5

Title: Introduction and Overview of Economics in Business

Suggested Timeframe: 3-4 Class Periods

Learning Objectives:

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 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

Students will develop an awareness of:

- Personal values and business ethics
- Identification of ethical issues
- Decision alternatives and consequences
- Corporate responsibility

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

Core Student Success Skills:

Critical Thinking, Communication, Collaboration Organization, Self-Assessment

Materials:

Textbook

Internet Articles

PowerPoint Notes

In class video

<http://www.pbs.org/wgbh/pages/frontline/teach/walmart/>

Internet research

Methodology:

Class Lecture
Group Discussions
Class Discussions
Conducting Research
Writing

Context within the Course:

The following topics will be emphasized in the module:

- Supply and Demand
- Productivity
- Technology
- Competition
- Supply and Demand
- Competition
- Unemployment
- Inflation
- Economic Systems
- Social Responsibility
- Corporate Responsibility
- Ethical Behavior

Procedure:

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.

Next Steps:

Economics and Business Ethics are discussed throughout the semester, and this overview and introduction lays the groundwork for future discussion and critical thinking. This activity is meant to heighten an awareness of ethical decision making, and a paper on ethical business practices follows in a future module.

Lesson Plan 6

Title: Business Ethics Research and Critical Thinking Paper

Suggested Timeframe: 3-4 Class Periods

Learning Objectives:

Students will be able to:

- Discuss ethical and legal responsibilities in organizations and society.
- Differentiate legal issues from ethical concepts

Students will develop an awareness of:

- Personal values and business ethics
- Identification of ethical issues
- Decision alternatives and consequences
- Corporate responsibility

Students will demonstrate their comprehension of business ethics by:

- Working collegially with peers in discussing ethical dilemmas in organizations
- Justifying personal decisions as ethical, unethical, legal or illegal in simulated scenarios
- Summarizing the unethical corporate irresponsibility of businesses in real world historical situations
- Researching defined rules, laws, and regulations appropriately
- Developing opinions and preparing written documents according to best practices

Core Student Success Skills:

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

Materials:

Textbook
Internet Articles
In class video
Internet research

Methodology:

Class Lecture
Group Discussions
Class Discussions
Conducting Research
Writing

Context within the Course:

The following topics will be emphasized in the module:

- Social Responsibility
- Corporate Responsibility
- Ethical Behavior
- Legal Terminology
- Investment Terminology
- Personal Values
- Written competency -Comparing and Contrasting
- Written competency –Opinion and analysis
- Written competency –Summarizing
- Research

Procedure:

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 2 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.

Next Steps:

Economics and Business Ethics were discussed earlier in the semester, and this critical thinking activity is a follow-up module meant to heighten an awareness of ethical decision making

Lesson Plan 7

Title: Business Planning and Strategy – Developing a Business Plan

Suggested Timeframe: 8 Weeks

Learning Objectives:

Students will be able to:

- Justify the need for a business plan
- Outline the steps involved in preparation of a business plan
- Prepare the essential elements of a business plan
- Identify the advantages and disadvantages of organization types and choose a legal type of business organization based on their business idea
- Demonstrate how Mission Statements, Goals and Objectives are imperative to the corporate culture
- Develop a Mission Statement, Goals, and Objectives for a business idea
- Developing a communication tool to motivate employees
- Identifying how core values concepts - the principles that guide the conduct of the organization – help an organization stay on target
- Identify competitors in their field of business
- Analyze the business environment using the SWOT analysis
- Identify their target market and develop a marketing strategy that effectively communicates needs or wants of their product to that audience
- Determine the initial capital requirement of their enterprise
- Prepare a forecast of a pro-forma income statement

Performance Objectives:

- Students demonstrate an understanding of the complexity of developing a lengthy document
- Students communicate a comprehension of planning to complete task that is appropriate
- Rationale detailing organizational structure and legal entity is appropriate for size of conceptual organization; organization type and structure for conceptual product or service is identified
- Mission, goals and objectives are consistent with products and or services organization offers
- Goals and objectives demonstrate critical thinking and are relevant to organizational strategy
- Culture and Competitors have been identified properly
- Strengths, Weaknesses, Opportunities and Threats analysis shows critical insight
- Values are clearly defined and recognizable in written plan
- Product is defined appropriately, and written analysis describing product is easily understood by reader

- Price is appropriate for product or service based on image team is portraying, and 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
- 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

Core Student Success Skills: Critical thinking, Collaboration, Communication, Organization

Materials:

- Web sources – researching demographics and gathering statistical information on the web
- Text Book
- Library resources
- Computer
- Videos on different organizations and their philosophies
- Web resources – investigating different companies culture
- Case Studies
- Class discussion
- Accounting templates
- Financial statement examples
-

Methodology:

Context within the Course:

Content covered will include:

- Planning
- Setting strategic vision for organizations
Developing a basis for sound decision-making
Appreciating the complexity of organizational structure
- Making decisions based on the concepts of liability, tax, and lifestyle
- Developing a communication tool to motivate employees
- Identifying how core values concepts - the principles that guide the conduct of the organization – help an organization stay on target
- Using environmental surroundings to help organizations distinguish where an organization is today and developing direction
- Determining how obstacles can be identified and overcome or minimized to achieve desired results
- Using marketing concepts to help an organization move toward its goals
- Addressing a need for a product or service for specific niche markets
- Using the 4p's or Marketing – Price, Product, Promotion, and Place

- Understanding financial statements and money
- Using financial tools for planning and measuring and performance

Procedure:

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.

Next Steps:

Once the business plan has been finalized, students will their ideas based on best practices for formal business presentations.

Appendix

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-reflection. 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-reflection 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

<p>Week 1</p> <p>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.</p> <p>9/10 Introduction to Writing a Summary & Response. Overview of Economics. HW: Write Draft 1 of summary</p>
<p>Week 2</p> <p>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.</p> <p>9/17 Writing Concisely Exercise. Continuation of Economics. HW: Read economics handout.</p>
<p>Week 3</p> <p>9/22 Sentence Revision Exercise. Continuation of Economics. * HW: Write draft 2 of summary. Read leadership articles. Read chapter 3 in textbook.</p> <p>9/24 (DRAFT 2 due at the beginning of class.) Peer Review Summaries. Complete Economics Discussion. * HW: Complete summary.</p>
<p>Week 4</p> <p>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.</p> <p>10/1 Fill out checklist. Wal-Mart Lecture & Watch Frontline Video. * HW: Complete draft 1 of Analytical Paper.</p>
<p>Week 5</p> <p>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.</p> <p>10/8 Incorporating Quotes Exercise. Writing an Effective Introduction. Watch first half of <i>Wall Street</i>. Introduction to Business Ethics. * HW: Complete draft 1 of Analytical Paper. Begin thinking of ethics topic for research paper.</p>
<p>Week 6</p>

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.

Week 9

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. *

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*

Week 10

11/10: HW: Read chapter 10 in text.

General Company Description Due

11/12 HW: Complete Draft 2 Products and Services Due*

Week 11

11/17 – Draft 2 of research paper due at the beginning of class. HW: Read chapter 11 in text. Marketing Plan *

11/19 – HW: Complete Research Paper.

Marketing Plan Due
<p>Week 12 11/24: Research Paper due at the beginning of class. HW: Read chapter 12 in text. Operational Plan Due*</p> <p>11/26: <i>Thanksgiving</i> – <i>Class Does Not Meet</i> HW: Complete Draft 1 of Business Plan. *</p>
<p>Week 13 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>
<p>Week 14 12/8 HW: Read chapter 14 in text. Final Business Plan Due*</p> <p>12/10 HW: Work on Presentations*</p>
<p>Week 15 12/15 Begin Business Plan Presentations*</p>
12/17-12/22: FINAL EXAM: Continue Business Plan; Complete Final Quiz