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| Course ID: | Course Title: | Winter 2019 |
| BUS 100 | Introduction to Business | Prerequisite: None |
| | | Credits: 3 |

| Class Information | | Instructor Information | | Important Dates | |
|-------------------------|---|------------------------|--|--|-------------|
| Days: | Mon./Wed. | Instructor: | Dr. Randy Poon, PhD | First day of classes: | Mon, Feb 4 |
| Time: | 4:00 – 5:15 p.m. | Email: | randy.poon@ambrose.edu | Last day to add/drop, or change to audit: | Thu, Feb 14 |
| Room: | L2084 | Phone: | (403) 410-2000 (x6513) | Last day to request revised exam: | Mon, Apr 15 |
| Lab/ Tutorial: | n/a | Office: | L2055 | Last day to withdraw from course: | Fri, Apr 26 |
| Final Exam Date: | Exam will take place on last day of classes, May 27 | Office Hours: | By appointment | Last day to apply for coursework extension: | Wed, May 15 |
| | | | | Last day of classes: | Wed, May 27 |

Course Description

This course provides an overview of business management and the business environment. It offers an introduction to key functional areas in a business such as economic trends and business cycles, organization of business, human resources management, finance, and marketing. Emphasis is placed on how various functional areas are integrated to ensure a successful business operation.

Expected Learning Outcomes

The course has two primary objectives. The first objective is to provide students with an overview of the business firm in today's Canadian business environment. The course is organized to cover the main functional areas of business and how they interrelate.

The second objective is to begin the process of developing each student's business skills. Key skills or competencies include: critical thinking and problem solving; verbal and written communication skills; team work; personal initiative; quantitative analysis; technological applications in business; ethical, social, historical, and global awareness; and integrating the core functional disciplines within a values-oriented perspective. To help students develop these skills, the course will involve group work, case analysis, presentations and class discussions.

Textbooks

Kelly, M., Williams, C., McKenzie, H. F., & Snow, K (2017). BUSN, 3rd Canadian edition. Toronto: Nelson.

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

Articles

Jones, D. & Cortina, H. (2018). *The win-win of just business behavior - Three ways to treat workers better and improve your bottom line.*

Kanani, R. (2014). *How the world's largest company (Walmart) thinks about social responsibility.*

McGrath, M. (2018). *A surprising push by the invisible hand: Why more companies are doing better by being good.*

Mclaughlin, K. & McMillon, D. (2015). *Business and society in the coming decades.*

Polman, P. (2014). *Business, society, and the future of capitalism.*

Course Requirements and Evaluation:

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

| | |
|---|-----|
| Group Chapter Presentation and Discussion Facilitation | 15% |
| Role of Business in Society Paper | 15% |
| Midterm Exams | |
| • Midterm 1 | 20% |
| • Midterm 2 | 20% |
| Final Exam (non-cumulative) | 20% |
| Class Participation/Attendance | 10% |

Note: To pass the course, students must achieve an overall grade of at least 50%, as well as, achieve an average of 50% on the exam component of the course.

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. Late assignments may lose up to 10% per day late. Assignments will not be accepted more than 7 days late without a valid reason.

In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

Class Participation and Attendance:

A key component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters and chapter review cards ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participating in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the marketplace (either for-profit or nonprofit). The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account.

Grading Rubric – Class Participation and Attendance

| Rubric Criteria (weight) | Excelling (85%–100%) | Accomplished (72%–84%) | Developing (60%–71%) | Beginning (0–59%) |
|--|---|---|---|---|
| Attendance (40%) (Excludes certain excused absences such as illness) | Misses no more than two classes (100%) | Misses three classes (80%). | Misses four classes (60%) | Misses five or more classes (40%); misses six classes or more (0%) |
| Group Discussions and Contribution Quality (60%) Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's or class' perspective. | Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality. | Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality. | Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality. | Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality. |

Assignments:

Role of Business in Society Paper

Your assignment is to write a 1500-word paper on the role of business in society. Your paper should include the following:

1. There are a number of broad themes you can choose from in the areas of corporate social responsibility and social enterprise/social impact. From this broad theme, choose a more specific topic related to the role of business in society.
2. Describe your specific topic and how it relates to the changing role of business in society. Be prepared to address the following:
 - How does running a business with a focus on multiple stakeholders and broader, more holistic objectives (e.g., the quadruple bottom line) challenge the status quo of running a business for economic purposes alone?
 - What benefits emerge from operating a business in this manner?
 - How have consumer attitudes and changing regulatory requirements impacted how companies run their businesses?
 - What change is being required/adopted on the part of companies, organizations, or individuals?
 - What barriers do companies/organizations face in running a company in this manner? How might these barriers be overcome?
 - Feel free to raise any other issues that might further strengthen your paper.
3. As you address the previous point, highlight a specific company that is addressing these issues.
4. Your source material for this paper will be from:
 - Key concepts covered in the “Why Business Matters to God” textbook and lectures
 - At least three external articles (online or in journals)
 - At least one speaker who spoke at our Soul of the Next Economy Forum last September. The videos of many of our speakers can be found on our YouTube channel at <https://www.youtube.com/channel/UC6mW4MilmW7enudqFxGeBOA/videos>
5. Conclude the paper by relating it back to the changing role of business in society and how it might influence the choice of company you work for, the decisions you might make at work, and down the road, the kind of businesses you might choose to establish, and how you might operate your business.
6. Be sure to integrate all of the required elements into a cohesive paper (in other words, do not simply answer the questions like you were filling out a form or survey) with:
 - a. An introductory or thesis paragraph that outlines where your paper is going (highlighting 2-3 key topics);
 - b. Section headers (2-4) that reflect your key topics and serve to organize the flow of your paper;
 - c. A conclusion that addresses all of the points raised in item 5 (see above); and
 - d. Include a Works Cited or Reference Section that includes your external sources (be sure to use either APA or MLA style formatting)
7. Submit the paper using Word (preferable), Pages, or OpenDocument Text format. **Do not submit the paper as a pdf file.**

Grading Rubric – Role of Business in Society Paper

| Rubric Criteria (weight) | Excelling (85%–100%) | Accomplished (72%–84%) | Developing (60%–71%) | Beginning (0–59%) |
|--|--|---|---|---|
| Purpose and Content (40%) | My paper fully addresses the assignment's objectives. I have a well-developed and supported thesis. I develop my ideas and focus on relevant details. | My paper largely addresses the assignment's objectives. I have a workable and mostly supported thesis. I generally develop my details, although I do get a little unfocused occasionally. | My paper misses some of the assignment's objectives. It has some elements of a thesis, but is not well developed and it is somewhat unclear. | My paper doesn't really get at the assignment's objectives. It does not have a sense of direction and is often unclear. |
| Critical Thinking (25%) | My paper goes above and beyond identifying the most obvious issues. I make claims that may be controversial but at the same time I give clear and accurate reasons in support of my claim, including a discussion of the reasons against my claim and why it is still valid. | My paper raises the more obvious issues. If I make controversial claims, they are not fully supported. Otherwise, I present fairly standard claims with good support. | My paper raises some of the key issues. My claims are fairly standard with some limited support. | My paper does not address the key issues. Whatever I claim I make are inadequately supported. |
| Organization (15%) | My writing has a compelling opening, an informative middle, and a very satisfying conclusion. | My writing has an acceptable beginning, middle, and end. | My organization is rough but workable. I may sometimes get off topic. | My writing is aimless and disorganized. |
| Voice and tone (10%) | It sounds like I care about my argument. That which I care about is embodied in the report. There is a sense of passion or enthusiasm in my writing. | My tone is OK, but my paper could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking. | My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it. | My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out. |
| Mechanics: Conventions and Sentence Fluency (10%) | My paper uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths. I follow the conventions of the APA or MLA writing style and use these for citations in my paper and in my reference/works cited section. | I have a few errors to fix, but I generally use correct conventions. I have well-constructed sentences. My paper marches along but doesn't dance. I generally follow APA or MLA writing style, but I'm inconsistent in its usage. | I have enough errors in my paper to distract a reader. My sentences are often awkward, run-ons, or fragments. My paper suggests that I have an idea what APA or MLA is, but I am mostly guessing as to what is a writing style. | Numerous errors make my paper hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. My paper suggests that I don't know what APA or MLA is or I don't cite my sources. |

Chapter Presentation and Discussion Facilitation

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

1. In groups of 2, choose one of the eight chapters on which to focus.
2. Choose a recent news article or blog post (should be no older than 12 months) that ILLUSTRATES a key concept from the chapter. In other words, explain to the rest of the class how we practically see the chapter demonstrated in the business world. Teach us something new that is related to the learning objective. This may better illustrate the learning objective, provide additional information, help us look at the idea from a different perspective, or raise controversial or ethical issues. Be sure to also mention how your chapter relates to the discussion on the role of business in society.
3. In a presentation to class:
 - a. Highlight your article/blog and explain to your classmates how this illustrates a key concept from the chapter (10 minutes)
 - b. Ask the class questions and facilitate a discussion to ensure the class understands the link between the article/blog post and the chapter. Use this time to:
 - i. Help us look at the idea from a different perspective, or raise controversial or ethical issues.
 - ii. Mention how your chapter relates to the discussion on the role of business in society
 - iii. Ask the class questions about their perspective and to discuss issues. You could even break the class into small groups to discuss any emerging issues (20 minutes)
 - c. Note my suggestion time allocation. This isn't simply a matter of presenting your article/blog; you want to engage your classmates in a discussion that you feel is relevant. A significant portion of the grade is also placed on the discussion phase. So be prepared!
4. Groups will have about 30 minutes in total for their presentation and the discussion facilitation.

Grading Rubric – Chapter Presentation and Discussion Facilitation

| Rubric Criteria (weight) | Excelling (85%–100%) | Accomplished (72%–84%) | Developing (60%–71%) | Beginning (0–59%) |
|---------------------------|--|---|--|--|
| Presentation (35%) | Our presentation fully addresses the assignment's objectives. It fully brings the chapter into perspective through a well-chosen news article or blog. We introduce insightful or provocative information that brings a fresh perspective and energy to the learning objective. We fully develop our ideas and zero in on the most relevant details. | Our presentation moderately addresses the assignment's objectives. It brings the chapter mostly into perspective through a moderately well-chosen news article or blog. We introduce insightful or provocative information that brings a mostly fresh perspective to the learning objective. We moderately develop our ideas and mostly zero in on the most relevant details. | Our presentation misses some of the assignment's objectives. It brings the chapter somewhat into perspective through an adequate news article or blog. We introduce some insightful or provocative information that adds little new to the learning objective. We somewhat develop our ideas and don't really zero in on the relevant details. | Our presentation doesn't really get at the assignment's objectives. It doesn't bring the chapter into perspective because the news article or blog. We introduce little or no new insight and as such, don't bring to life the chapter. We don't develop our ideas, it's not focused, and has little sense of direction. |

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| <p>Communication, and Delivery (15%)</p> | <p>We deliver our presentation with clear, confident, and well-paced voices so that all audience members can hear us. We demonstrate our awareness of the audience through physical presence and eye contact (NOT reading from nor referring to notes). We are enthusiastic and genuinely interested in our topic and as such, generate significant classroom engagement.</p> | <p>We deliver our presentation with mostly clear, confident, and well-paced voices so that most audience members can hear us. We partially demonstrate our awareness of the audience through physical presence and eye contact (very occasionally reading from or referring to notes). We are mostly interested in our topic and as such, generate classroom engagement.</p> | <p>We deliver our presentation with somewhat clear, confident voices that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing us. We don't really demonstrate an awareness of the audience because we are frequently reading from or referring to our notes. We are somewhat interested in our topic and as such, generate little classroom engagement.</p> | <p>We deliver our presentation with subdued voices that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following us. We avoid looking at or engaging the audience all together. We are not interested in our topic and as such, generate little to no interest with our topic.</p> |
| <p>Creativity and Graphics (15%)</p> | <p>We design our presentation insightfully, creatively and skillfully. We innovatively or expertly prepare graphics at appropriate moments in our presentation. They also explain and reinforce the text and presentation.</p> | <p>We make a good attempt to provide insight or creativity to our presentation. We generally use graphics in our presentation and they mostly support the text and presentation.</p> | <p>We make some attempt to provide insight or creativity to our presentation. We seldom use graphics and when we do they don't really support the text and presentation.</p> | <p>We make no attempt to provide insight or creativity to our presentation. It is primarily text-based or when we do use graphics, they're used simply to get a few creativity and graphics points.</p> |
| <p>Discussion Facilitation (35%)</p> | <p>Building upon our presentation, we design an engaging set of questions that help bring the class into the discussion. The class is able to dig into the issues raised through our presentation. We choose the most appropriate format for this discussion to take place (whether through small or large group discussion).</p> | <p>Our discussion mostly builds upon our presentation. Our questions mostly engage the class and bring them into the discussion. The class is mostly able to dig into the issues that we've raised. We choose a fairly good format for this discussion to take place.</p> | <p>Our discussion is somewhat related to our presentation. Our questions engage the class a little or discussion is rather limited. As a result, the class somewhat connects to the issues that we've raised. Our discussion format lacks imagination.</p> | <p>Our discussion doesn't relate to our presentation. Our questions don't engage the class or there is little response from the class. As a result, the class doesn't learn any new. Insight. Our discussion format is essentially questions asked of the class.</p> |

Grade Summary:

The available letters for course grades are as follows:

| <i>% Grade</i> | <i>Letter Grade</i> | <i>Description</i> |
|----------------|---------------------|--------------------|
| 95% to 100% | A+ | Excellent |
| 90% to 94% | A | |
| 85% to 89% | A- | Good |
| 80% to 84% | B+ | |
| 76% to 79% | B | |
| 72% to 75% | B- | Satisfactory |
| 68% to 71% | C+ | |
| 64% to 67% | C | |
| 60% to 63% | C- | |
| 55% to 59% | D+ | Minimal Pass |
| 50% to 54% | D | |
| 0% to 49% | F | Failure |

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

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

Weekly Reading and Assignment Schedule:

(note: dates and topics highlighted in red signify assignment due dates, exams, and other significant dates)

| Date | Class Topic/Chapter Title | Text chapters |
|---|---|---|
| Feb 4 th | Course Overview Business now: Change is the only constant | Kelly 1 |
| Feb 6 th | Why business matters to God: In the beginning | Van Duzer 1 |
| Feb 11 th | Why business matters to God: Broken | Van Duzer 2 |
| Feb 13 th | Why business matters to God: In the end and Putting it all together | Van Duzer 3-4 |
| February 18-22 Ambrose Winter Reading Break – No Ambrose Classes | | |
| Feb 25 th | Social responsibility: Doing well by doing good | Kelly 2 |
| Feb 27 th | The Role of Business in Society and Midterm 1 Preview | McGrath, and Polman articles Paul Tudor Jones TED talk |
| Mar 4th | Midterm Exam 1: Van Duzer Chapters 1-4, Kelly Chapters 1-2, and readings | |
| Mar 6 th | Economics: The framework for business | Kelly 3 |

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| Mar 11th | Chapter 3: Second look and group chapter presentation/discussion | |
| Mar 13 th | Business Formation: Choosing the form that fits | Kelly 5 |
| Mar 18th | Chapter 5: Second look and group chapter presentation/discussion | |
| Mar 20 th | Small business and entrepreneurship: Economic rocket fuel | Kelly 6 |
| March 25 – April 5 High School Spring Break – No BUS 100 Classes | | |
| Apr 8th | Chapter 6: Second look and group chapter presentation/discussion | |
| Apr 10 th | Marketing: Building profitable customer connections | Kelly 10 |
| Apr 15th | Chapter 10: Second look and group chapter presentation/discussion Midterm 2 Preview | |
| Apr 17th | Midterm Exam 2: Kelly Chapters 3, 5, 6, 10, and readings | |
| Apr 22nd | Easter Monday – NO BUS 100 CLASS | |
| Apr 24 th | Accounting: Decision making by the numbers | Kelly 7 |
| Apr 29th | Chapter 7: Second look and group chapter presentation/discussion | |
| May 1 st | Finance: Acquiring and using funds to maximize value | Kelly 8 |
| May 2nd | Assignment: Role of Business in Society Paper due in Moodle by 11:59 p.m | |
| May 6th | Chapter 8: Second look and group chapter presentation/discussion | |
| May 8 th | Management, motivation, and leadership: Bringing business to life | Kelly 13 |
| May 13th | Chapter 13: Second look and group chapter presentation/discussion | |
| May 15 th | Human resource management: Building a top-quality workforce | Kelly 14 |
| May 20th | Victoria Day – No BUS 100 Class | |
| May 22nd | Chapter 14: Second look and group chapter presentation/discussion Final Exam Preview | |
| May 27th | Final exam: Kelly Chapters 7-8, 13-14, and readings | |

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

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

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in

class. The professor has the right to disallow students to use a laptop in future lectures and/or to ask students to withdraw from the session if they do not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

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