



**BUS 499 Capstone Seminar in Business
(3 credit hours)
Winter 2014**

Class Schedule

Time: Tuesdays & Thursdays, 9:45 – 11:00 a.m.
Location: Room L2082

Instructor Information

Instructor: Professor Randy Poon, MBA, PhD

Phone: (403) 410-2000 (ext. 6513)

Email: RPoon@ambrose.edu

Office: Room #2055

Office hours:

- Wednesday and Fridays 11:15 a.m. - 12:30 p.m.
- By appointment

Course Description & Objectives

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

Course Objectives

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

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

2. Your studies in a Business concentration/major are best pursued within the broader context of liberal arts education. How have these other liberal arts courses complemented, extended or challenged your studies in Business? What insights have you gained through your coursework in non-business courses that have informed your BBA/BA experience? How have these studies enhanced your overall educational experience, by your standards or those of the university college?
3. The integration of faith and learning is an underlying value at Ambrose. How has your degree shaped your worldview, and vice versa? How has your worldview been challenged, modified, or expanded? How might the integration of faith and learning influence your vocation, moving forward?
4. As well as assigned readings from the various texts, students will also provide readings for the class from previous coursework that you have found important for making connections between business and the wider liberal arts experience.

Textbook and Readings

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

Elkington, J., and Hartigan, P. (2008). The power of unreasonable people: How social entrepreneurs create markets that change the world. Boston, MA: Harvard Business Press.

Sipe, J. W., and Frick, D. M. (2009). Seven pillars of servant leadership: Practicing the wisdom of leading by serving. Mahwah, NJ: Paulist Press.

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

Course Requirements Summary

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

Curriculum Vitae	4%
Reading Responses (written response and class discussion)	36%
<ul style="list-style-type: none"> • Each of the responses are worth 4% • The grades will be based 50% on the written response and 50% on class participation/attendance 	
Reflection Paper and Presentation	20%
Scholarly Project and Presentation	40%

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

Course Requirements Detail:

1. **Curriculum Vitae (CV):** A well prepared CV provides “evidence” to an employer of your accomplishments, skills, abilities, and it documents the scope and quality of your experience and training. It is an organized collection of documentation that presents both your personal and professional achievements in a concrete way. First draft, first revision, and final version are due January 31, February 14, and February 28, respectively.
2. **Critical Reading and Discussion:** Asking questions, articulating dissonance, and sharing insights during class discussions are a crucial component of the learning process and to the worth of this course. You will come to class having read the assigned readings and will prepare a written response to the reading to be shared in class (between 500-600 words, double spaced). The readings for this course have been chosen to encourage your reflection on your studies, the next season of your professional life, and your identity. Explore what the author was trying to communicate and how the assigned reading impacted you. Your responses will form the basis for class discussion, so preparation for and participation in discussion will be evaluated and is worth 36% of the final grade. There will be nine submissions during the entire semester. Written responses will be submitted in Moodle prior to the beginning of class. Your written submission (2% per submission) will be graded as follows: 5 – Pass, 3 – Incomplete, 0 – Fail/Did Not Hand In. Your participation (2% per discussion) will be graded as follows: 5 – Active, 3 – Inactive, 0 – Did not attend.
3. **Reflection Paper and Presentation:** This seminar is an opportunity for you to engage in holistic reflection independently, through the assigned readings, and with others in the class. You will be required to systematically critique your undergraduate experience by reflecting on significant things you have learned through texts and articles you have read, papers you have written, projects you have participated in, and relationships you have made. The topic or theme you select to focus on is the residue of your own learning over the past years of your studies.

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

Additional questions related to this are: What have your studies been all about? What are the assumptions underlying this degree (and your time at Ambrose) i.e., what were you supposed to have learned? What have you actually learned? How have you learned it? Why did you come to choose this degree? What did you hope to achieve? How and why did you meet/not meet those

expectations? What would you change? How did your learning impact your faith journey? What happens next?

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

The length of this paper is to be between 3000 - 4000 words (around 9 - 10 pages), double-spaced, 12-point font, 1-inch margins in APA or MLA style and is due on Monday, March 3rd, 2014. Late papers will not be accepted. The written portion of this assignment is worth 15% of your final grade.

In addition to the reflection paper, a class presentation will also be required. Presentations should be about 15 minutes in length. The presentation portion of this assignment is worth 5% of the final grade.

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

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

The length of this paper is to be between 7000 - 9000 words (around 20 - 25 pages), double-spaced, 12-point font, 1-inch margins and is due on Monday, April 7th, 2014. Late papers will not be accepted. The written portion of this assignment is worth 30% of your final grade.

In addition to the paper, a class presentation will also be required. Presentations should be about 15 minutes in length. The presentation portion of this assignment is worth 10% of the final grade.

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

Topics

Topics should be chosen by January 28, 2014. Feel free to meet with me to discuss the topic.

Provisional Thesis

Your provisional thesis should emerge while completing your working bibliography. The working thesis should be drafted and submitted no later than February 13, 2014.

Grading Rubrics:

Written Papers

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Purpose and Content (30%)	The written document has a well-developed and supported thesis. The assignment demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	The written document has a workable thesis. Arguments are mostly supported. The assignment contains adequate evidence to support its claims, and would benefit from more research and development of relevant points.	The written document has some elements of a thesis but it is largely undeveloped or unclear. Arguments are somewhat supported. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	The written document is lacking in elements required with many gaps in the information presented. Arguments are not supported. The assignment needs more details on every level (main ideas, specific ideas, and examples).
Critical Thinking (30%)	Goes above and beyond identifying the most obvious issues and arguments and raises intriguing issues that are well supported. Challenges existing assumptions. Thoughtfully and thoroughly analyzes and evaluates alternative (beyond the major) points of view	Raises all the key issues and identifies relevant arguments (largely the most obvious ones) and their pros and cons. Offers thorough analyses and evaluations of the major points of view.	Raises some of the key issues and identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not address the key issues and does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
Structure and Organization (15%)	Structure of the assignment is very clear and easy to follow. Transitions maintain an overall flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the assignment. Conclusion is logical, and for the most part, flows from the rest of the assignment.	Structure of the assignment is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.

Mechanics (15%)	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style (i.e., APA or MLA). Language is clear and precise. All arguments are properly cited.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work. Most arguments are properly cited.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, and writing style errors. Some arguments are properly cited.	Paper lacks basic control over mechanics and contains excessive proof-reading errors. Arguments are not properly cited.
Spiritual Formation (10%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which one's faith in Christ impacts the topics in question.</i>	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.

Presentations

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Communication and Delivery (35%)	Oral presentation delivered with clear, confident, well-paced voice(s) so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (seldom referring to notes). Generate(s) significant enthusiasm about topic. Presenters show significant interest in topic.	Oral presentation delivered with clear, mostly confident voice(s) so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (frequently referring to notes). Generates some interest about topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.

Creativity and Graphics (35%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. They also explain and reinforce the text and presentation.	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and presentation.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation.
Structure, Organization, and Mechanics (30%)	Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.	Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation has no more than three misspellings, grammatical errors, or formatting errors.	Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation. Presentation has between four to five misspellings, grammatical errors, or formatting errors.	Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has more than six misspellings, grammatical errors, or formatting errors.

Class Discussions/Attendance

Rubric Criteria (weight)	Active (5 pts.)	Inactive (3 pts.)	Did Not Attend (0 pts.)
Group Discussions and Contribution Quality <i>Quality 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 class' perspective.</i>	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 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; attends only one of the discussions dedicated to that particular week's reading.	Does not attend both of the discussions dedicated to that particular week's reading.

Grading

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-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	

To pass the course, students must achieve an overall grade of at least 50% and as noted earlier, must complete all requirements. Failure to submit an assignment on the assigned date without legitimate reason (i.e. evidenced illness) or prior approval of the instructor will result in a failed grade for the course. 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.

Examinations and Final Grades:

There is no final exam for this course.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

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

Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (drop) – Sunday, January 19, 2014. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a new policy, that came into effect in the 2010-2011 academic year.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (withdraw) – Friday, March 21, 2014. A grade of “W” will appear on the student’s transcript.

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

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

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

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

Academic Integrity

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

Students are strongly advised to retain this syllabus for their records.

**BUS 499 Capstone Seminar in Business Administration
Weekly Reading and Assignment Schedule**

Date	Class Topic/Chapter Title	Text chapters
Jan 9 th	Course Overview	
Jan 14 th	Curriculum Vitae Session	Assigned readings
Jan 16 th	Assignment: Reading response due in Moodle by 9:30 a.m.	
Jan 16 & 21	Courage and Calling	Smith: 1-4
Jan 23 rd	Assignment: Reading response due in Moodle by 9:30 a.m.	
Jan 23 & 28	Courage and Calling	Smith: 5-8
Jan 28 th	Topic due for Scholarly Project (present idea to me during our class session)	
Jan 30 th	No Class (Community Day)	
Feb 4 th	Assignment: Reading response due in Moodle by 9:30 a.m.	
Feb 4 & 6	Courage and Calling	Smith: 9-12
Feb 11 th	Assignment: Reading response due in Moodle by 9:30 a.m.	
Feb 11 & 13	Leadership and Self-Deception	Arbinger Institute: Entire Book
Feb 13 th	Thesis and initial bibliography due (present paper copy to me during our class session)	
Feb 18 th	No Class (Mid-Semester Break)	
Feb 20 th	No Class (Mid-Semester Break)	
Feb 25 th	Assignment: Reading response due in Moodle by 9:30 a.m.	
Feb 25 & 27	Seven Pillars of Servant Leadership	Sipe and Frick: Pillars 1-3
Mar 3 rd	Assignment: Reflection paper due in Moodle by 11:59 p.m.	
Mar 4 th	Reflection Paper Presentations	

Mar 4 & 6	Reflection Paper Presentations	
Mar 11 th	Assignment: Reading response due in Moodle by 9:30 a.m.	
Mar 11 & 13	Seven Pillars of Servant Leadership	Sipe and Frick: Pillars 4-5
Mar 18 th	Assignment: Reading response due in Moodle by 9:30 a.m.	
Mar 18 & 20	Seven Pillars of Servant Leadership	Sipe and Frick: Pillars 6-7
Mar 25 th	Assignment: Reading response due in Moodle by 9:30 a.m.	
Mar 25 & 27	The Power of Unreasonable People	Elkington and Hartigan: Part 2: Creating the Markets of the Future
Apr 1 st	Assignment: Reading response due in Moodle by 9:30 a.m.	
Apr 1 & 3	The Power of Unreasonable People	Elkington and Hartigan: Part 3: Leading Sustainable and Scalable Change
April 7 th	Assignment: Scholarly Project Paper due in Moodle by 11:59 p.m.	
Apr 8 th	Scholarly Project Presentations	
Apr 10 th	Scholarly Project Presentations	

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.