

Course ID:	Course Title:	Fall 2023
BUS 100	Introduction to Business Administration	Prerequisite: None
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Murray D. MacTavish, PhD, MBA	First day of class:	Sept. 7
Days:	Tues/Thurs	Email:	murray.mactavish@ambrose.edu	Last day to add/drop, or change to audit:	Sept. 17
Time:	4:00pm – 5:15pm	Phone:	(403) 410-2000 (x6937)	Last day to withdraw from course:	Nov. 20
Room:	A2210	Office:	L2053		
Final Exam:	None	Office Hours:	Thurs. 2:30pm – 3:30pm; or by Appointment	Last day of classes:	Dec. 11

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

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

- Burnett, B. & Evans, D. (2016). *Designing your life: How to build a well-lived joyful life*. New York, NY: Alfred A. Knopf.
- Nickels, B., McHugh, J., McHugh, S., Cossa, R., & Stevens, J. (2022). *Understanding Canadian business* (11th Canadian edition). Toronto: McGraw-Hill.
- Van Duzer, J. (2010). *Why business matters to God*. Downers Grove, IL: InterVarsity Press.

Additional Resources:

Other resources may be provided during the semester via Moodle, handouts, pdf files, or email.

Attendance: Students are **expected to attend all classes**. Please **notify me BEFORE class (via e-mail is best) if you are going to be absent**. Legitimate reasons for absences include illness or a personal emergency. You should consider if a boss would let you miss an important work project/meeting for the reason you are reporting. You are responsible for making arrangements with your peers to get notes, handouts, and assignments. Excessive tardiness may lower your participation grade, as will use of a phone or laptop computer for noncourse-related purposes during class. **Your final grade will be impacted negatively by 1% per unexcused absence and for phone or laptop use for non-course related activities during a class.**

Course Requirements:

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

20 %	Participation/Contribution to Class (includes (5) 1.5 - 2 page reflections; Oct. 10, 17, 24, Nov. 14, 28)
25 %	Personal Reflection Paper (Nov. 23)
15 %	Individual Business Topic Short Research Paper and Presentation (Oct. 5 – 31)
20 %	Role of Business in Society Paper (DUE at start of class, November 16)
0 %	Ungraded Quizzes (TBD)
10 %	Midterm 1 (Nov. 2, in-class)
<u>10 %</u>	Midterm 2 (Dec. 7, in-class)
100 %	TOTAL

Note: *The Instructor reserves the right to make adjustments in course coverage, sequence and grading.*

NOTE: *Up to 20% of the grade for a written assignment may be given for grammar, spelling, and formatting. Usage of APA style formatting is required for all assignments unless noted otherwise.*

NOTE: *All course requirements must be completed and submitted in order to pass the course.*

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated. All electronically submitted written assignments (i.e., reading responses, papers, presentations) must be submitted in a WORD or PowerPoint document (and NOT as PDF files). Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

1. Participation/Contribution to Class (includes (5) 1.5-2 page reflections; Oct, 10, 17, 24, Nov. 14, 28) (20 %)

As with attendance, contributing to class discussions is expected. This includes preparation for class by reading the text and any other assignments, and *coming to class with carefully considered thoughts and perspectives on the class' readings and theme(s)*. You may be called upon to raise an issue or concern, or to pose a question regarding the topic for that particular class session.

Your active engagement and participation in the discussions will strengthen your learning experience, and is a great way to gain confidence and prepare yourself for the world of work. Grading participation will be based on the *quality*, not simply quantity, of your participation. Thus there is no need to dominate class discussions. Rather, I will be looking for comments from you that add to the understanding of the class, going beyond simple repetition of the facts to provide interesting analysis and conclusions. Silence in class may lead me to wonder if you are not prepared for class.

Personal Reflection Journals (5) (2% each)

As part of the Flourishing Life work, and your Personal Reflection Paper, you will be required to submit five 1.5-2 page reflection papers per the prompts provided below. These are not research papers, but rather opportunities for you to reflect on and analyze a quote and its accompanying prompt as you explore their personal strengths, areas for growth and reflect on their self-development. Your reflections will include your relevant feelings, thoughts, behaviours and possible convictions. These journals are to be uploaded to Moodle as a WORD document (not as a .PDF).

1. Strengths (Due: 11:59pm, October 10)

"Don't let the noise of others' opinions drown out your own inner voice." — **Steve Jobs**

What are your strengths and how do you know? Talk about a time when you have used your strengths to be successful in a situation or overcome a challenge. What thoughts and or emotions did this situation generate?

2. Growth (Due: 11:59pm, October 17)

"I would rather be what God chose to make me than the most glorious creature that I could think of; for to have been thought about, born in God's thought, and then made by God, is the dearest, grandest and most precious thing in all thinking." — **George MacDonald**

What areas of your life have you chosen to work on to help you better negotiate life, work and academic demands? What have you learned about yourself as you have chosen to work on these areas? What thoughts and/or emotions arise when you try to work on growth areas and why?

3. Development (Due: 11:59pm, October 24)

“We have to be braver than we think we can be, because God is constantly calling us to be more than we are.”
— *Madeleine L'Engle*

In learning about your strengths, areas of growth and engaging in the Flourishing process, how has this impacted your development? Do you notice that you handle situations differently than you did previously? How has this impacted you?

4. Habits (Due: 11:59pm, November 14)

A habit cannot be tossed out the window; it must be coaxed down the stairs a step at a time. —*Mark Twain*

Have you thought about or started to engage in new habits, whether in your behavioural choices or your thought worlds? Can you share an example of how these habits are becoming part of your life and their impact on your thoughts and emotions?

5. Flourishing (Due: 11:59pm, November 28)

“Through others we become ourselves.” — *Lev S. Vygotsky*

How would you define living a Flourishing Life? Can you share an example where you believe you have exhibited Flourishing characteristics? What areas would you still like to learn to Flourish in and why?

2. Personal Reflection Paper (25%) DUE by start of class, November 23

This course provides an opportunity for you to engage in holistic reflection of yourself and your ongoing life journey. You will be required to systematically examine your experience in the course by reflecting on significant things you have learned through texts and articles you have read, papers you have written, projects/testing you have participated in, and relationships you have made.

Part I (15%)

The Flourishing Life process in BUS 100 has provided you an opportunity to engage in independent and holistic reflection on your development. Through assigned journal prompts, class discussions, and the Flourishing Life survey you have begun to gain a greater appreciation of your strengths and your areas for growth. Given this body of knowledge, answer the following questions in the assigned personal reflection paper: What does it mean to be a “good” leader and how am I uniquely gifted to engage in leadership? To answer this question please reflect on how you have come to understand and use your core strengths as well as which strengths you would like to continue to develop and why. How did your learning impact your faith journey? Finish your paper by addressing how you plan to employ your strengths in a redemptive or positive fashion in your future career, so that you impact the world around you in a helpful and growth oriented manner. This paper should be 5-6 pages in length, double spaced. As it is a personal reflection paper, it will not require the use of research materials.

Part II (10%)

Mentee Section (2-3 pages) – Students are to reflect on their mentee experience over the term, considering:

1. How did the relationship develop and move forward over the term?
2. Have you experienced growth?
 - Discovered your strengths?
 - Discovered areas for growth?
 - What are some of your next challenges?

Designing Your Life Section (2-3 pages + Mind Map photo) – Please discuss 2-3 key learnings from the Designing Your Life process you engaged in during the term. In addition to these insights, what did you learn about yourself? What ideas about yourself are you going to pursue further? What career ideas will you explore further? Please include a photo of your mind map and offer some explanation of what it represents.

3. Individual Business Topic Short Research Paper and Presentation (15%) DUE by start of class, October 5 (BOTH the paper and PPT file)

Students are to engage in an exploration of an area of business (or non-profits) using a minimum of 4 academic resources (peer-reviewed academic journal articles). Students are to initially do preliminary research to arrive at a research question and submit a brief paragraph with your research question and 1-2 possible journal articles you might use to support your argument (Due: by 11:59pm, Sept. 20).

Your 4-6 page (double-spaced) research paper (10%) will include introductory and concluding paragraphs. The introduction will include your thesis statement. The body will be careful to define the key term you will use, and will then systematically explain the issue(s), presenting various sides, then providing your critical analysis/perspective. You will conclude with your key learnings/insights you wish your audience to take away from your research. Please upload this paper to the dropbox in Moodle the start of class on October 10.

Students will also prepare their short PPT presentation (**5%, maximum 5 minutes**) and upload it to Moodle by the start of class on October 5. The PPT presentation will present your research questions, outline your research, share your analysis, and conclusions, as key take-aways for your classmates. **You will lose 50 % of your grade if you are longer than 5 minutes, and 100% if longer than 5.5 minutes.**

In-class presentations (~6 per class) will take place between October 5 – 31. The professor will determine the presentation schedule, ideally, so they correspond with the class session topics.

4. Role of Business in Society Paper (20%) DUE by start of class, November 16

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 more specific topics you can choose from the broad theme of the role of business in society. These topics could include: corporate social responsibility, social enterprise, among others.
- 2) Describe your specific topic and how it relates to the changing role of business in society. Be prepared to address the following:
 - a. 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?
 - b. What benefits emerge from operating a business in this manner?
 - c. How have changing consumer attitudes and regulatory requirements, as well as increased shareholder activism, impacted how companies run their businesses?
 - d. 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:
 - a. Key concepts covered in the “Why Business Matters to God” book and lectures
 - b. Four external articles (online or in journals) supporting your ideas
- 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:
 - i. An introductory or thesis paragraph that outlines where your paper is going;
 - ii. Section headers that reflect your key topics and serve to organize the flow of your paper;
 - iii. A conclusion that addresses all of the points raised in item 5 (see above); and
 - iv. Include a Reference Section that includes your external sources (be sure to use APA style formatting).

7) Submit the paper in Moodle using WORD format. Do not submit the paper as a .pdf file.

Grading Rubric – All Research Papers

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, Voice and Tone (40%)	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. 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 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 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 paper raises some of the key issues. My claims are fairly standard with some limited support. 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 paper does not address the key issues. Whatever I claims I make are inadequately supported. My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
Structure, Organization, and Mechanics (20%)	My writing has a compelling opening, an informative middle, and a very satisfying conclusion. My paper uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths. I follow the conventions of the APA writing style and use these for citations in my paper and in my reference/works cited section.	My writing has an acceptable beginning, middle, and end. 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 writing style, but I'm inconsistent in its usage.	My organization is rough but workable. I may sometimes get off topic. 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 is, but I am mostly guessing as to what is a writing style.	My writing is aimless and disorganized. 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 is or I don't cite my sources.

Grading Rubric – All Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Teaching Segment (40%)	The presentation fully addresses the assignment's objectives. It fully brings the topic into perspective and introduces insightful or provocative information that brings a fresh perspective and energy to the learning objective. It fully develops the ideas and zeroes in on the most relevant details.	The presentation moderately addresses the assignment's objectives. It brings the topic mostly into perspective and introduces insightful or provocative information that brings a mostly fresh perspective to the learning objective. It moderately develops the ideas and mostly zeroes in on the most relevant details.	The presentation misses some of the assignment's objectives. It brings the topic somewhat into perspective and introduces some insightful or provocative information that adds little new to the learning objective. It somewhat develops the ideas and doesn't really zero in on the relevant details.	The presentation doesn't really get at the assignment's objectives. It doesn't bring the topic into perspective and introduces little or no new insight and as such, doesn't bring to life the topic. It doesn't develop the ideas, it's not focused, and has little sense of direction
Communication , and Delivery (40%)	The presentation was delivered with clear, confident, and well-paced voice(s) so that all audience members can hear. As the presenter(s), I/we demonstrate our awareness of the audience through physical presence and eye contact (NOT reading from nor referring to notes). I/we are enthusiastic and genuinely interested in our topic and as such, generate significant classroom engagement.	The presentation was delivered with mostly clear, confident, and well-paced voice(s) so that most audience members can hear. As the presenter(s), I/we partially demonstrate our awareness of the audience through physical presence and eye contact (very occasionally reading from or referring to notes). I/we are mostly interested in our topic and as such, generate classroom engagement.	The presentation was delivered with somewhat clear, confident voice(s) that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing or following the presentation. I/we don't really demonstrate an awareness of the audience because we are frequently reading from or referring to our notes. I/we are somewhat interested in our topic and as such, generate little classroom engagement.	The presentation was delivered with subdued voice(s) that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following the presentation. As the presenter(s), I/we avoid looking at or engaging the audience all together. I/we are not interested in our topic and as such, generate little to no interest with our topic.
Creativity and Graphics (20%)	I/we design our presentation insightfully, creatively and skillfully. I/we innovatively or expertly prepare graphics at appropriate moments in our presentation. They also explain and reinforce the text and presentation.	I/we make a good attempt to provide insight or creativity to our presentation. I/we generally use graphics in our presentation and they mostly support the text and presentation.	I/we make some attempt to provide insight or creativity to our presentation. I/we seldom use graphics and when we do they don't really support the text and presentation.	I/we make no attempt to provide insight or creativity to our presentation. It is primarily text-based or when I/we do use graphics, they're used simply to get a few creativity and graphics points.

Grade Summary:

The available letters for course grades are as follows:

Percentage	Grade	Interpretation	Grade Points
95-100	A+	Excellent	4.00
90-94	A		4.00
85-89	A-		3.70
80-84	B+	Good	3.30
75-79	B		3.00
70-74	B-		2.70
65-69	C+	Satisfactory	2.30
60-64	C		2.00
57-59	C-		1.70
54-56	D+	Poor	1.30
50-53	D	Minimal Pass	1.0
<50	F	Failure	0.00

Because of the nature of the Alpha 4.00 system, there can be no uniform University-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.

Ambrose University Important Information:

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.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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. 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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

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

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888