

**BA 101A: BUSINESS FOUNDATIONS**  
**Linn-Benton Community College – Fall 2023**  
**Three Credits / CRN: 26668**

**Instructor:**  
Julie Lindsey

**OFFICE HOURS:**  
**6:30pm – 7:30pm**  
Mondays & Wednesdays

**Email Address:**  
[lindsej@linnbenton.edu](mailto:lindsej@linnbenton.edu)

**Office Hours Location:**  
Please make appointment

**Where to go for Tech Help:** [Student Help Desk](#)

**COURSE DESCRIPTION:**

First course in a two-course sequence. Introduces the various fields and activities of both established and entrepreneurial businesses. Develops professional skills needed to be successful in modern business and engages in critical reflection around skill sets and career opportunities.

**COURSE OBJECTIVES:**

Upon successful completion of this course, students will be able to:

1. Explain key business activities and the primary concepts and terms associated with these activities.
2. Describe how business interacts with the external environment and how this interaction impacts both business and the external environment.
3. Describe the financial, legal, and administrative procedures involved in starting new business ventures.
4. Identify ethical issues facing businesses.
5. Explain current business news from the perspective of different business disciplines.
6. Develop a professional presence and engage in professional development.
7. Work collaboratively on a team-based business project using their foundational business knowledge.

**EMAIL POLICY:** Email is the best methods of communication to reach me. Emails need to be sent within a reasonable timeframe, i.e. business days/hours, allowing reasonable time to respond. Please provide a title on the email: **BA 101A Foundations**. I normally respond to questions within 24 hrs. Remember, emails should always be written in a professional manner. Think as if you are emailing your supervisor. Please note, I reserve weekends for my family. If you email me on the weekend, I may not reply until Monday.

For personal matters, if your situation may interfere with your ability to participate in this class, you need to email the Center for Accessibility Resources (CFAR) <[cfar@linnbenton.edu](mailto:cfar@linnbenton.edu)>. In order for accommodations to be made, your situation must be corroborated by CFAR.\*

### **REQUIRED TEXT, INTEGRATED ENROLLMENTS, AND MATERIAL:**

- 1) Access to [Moodle](#), Linn-Benton Community College's learning management system (LMS) You can access this from the Linn-Benton Community College homepage at the top left of the screen it will say Moodle, click and it will lead you to the Moodle log in page.
- 2) Lumen Learning on [Moodle](#): You will need to purchase an access code from your campus bookstore, then follow the instructions provided to enter the code into any quiz page.

### **HOMEWORK:**

You will be using Lumen Learning for your assignments. There will be assignments each week. Assignments are listed under each week in Moodle. **DUE DATE: Homework is due SUNDAYS at 11:55pm.**

### **DISCUSSIONS:**

There will be weekly discussion questions and topics. This is one way you will be connecting with your classmates. Please note, in Week 1, there is an introduction discussion. Be sure to complete this before the due date to avoid being dropped from class. **DUE DATE: Your initial discussion is due by FRIDAY at 11:55pm. Discussion Replies are due SUNDAYS at 11:55pm. Your Introduction Discussion is due by Sunday at 11:55pm.**

### **QUIZZES:**

You will have quizzes weekly. There is no time limit and you may take up to two quizzes before an access code is required which then you can buy online with Lumen. **DUE DATE: Quizzes are due SUNDAYS at 11:55pm.**

### **EXAMINATIONS:**

Two midterm exams and a final exam will be administered during the course. Each exam will consist of 30 multiple-choice and/or true-false questions over the assigned chapters. Each exam will cover 5 eBook/Study Plans. **DUE DATE: EXAM I & II are due SUNDAY at 11:55pm on the assigned week. The FINAL EXAM is due 12/5 at 11:59pm.**

### **TEAM ASSIGNMENTS:**

Starting Week 2 you will put into study Teams of 2-3 and complete team Assignments each week that they are due. Each assignment will need to be professionally written with proper grammar, punctuation, and format. Assignments should only contain the names of those contributing during the week.

Papers must have [MLA citations](#). Rubric for Team Discussions is on the last pages of the syllabus. A Peer Evaluation will be assigned in the last week of class.

### **NEWS ARTICLE ASSIGNMENTS**

The use of identifying trends and having informational awareness is critical to getting a competitive edge in any industry. This can be beneficial to employees in every area of specialization (Operations, Marketing, Management, Human Resources, IT, Production, Finance, & Accounting) who are expected to have identified current ideologies to communicate effectively in a business environment. **News articles can NOT be any older than two weeks old, 14 days from date submitted.** You will pick one of the following topics you are interested in exploring from the chapters we cover in this course: Role of Business, Economic Environment, Global Environment, Financial Markets & System, Legal Environment, Business Ethics and Corporate Social Responsibility, Business Ownership, Entrepreneurship, Management, Managing Processes, Marketing Function, Human Resource Management, Accounting & Finance, and Information Technology. Put a URL hyperlink to your News Article, and explain how it relates to the topics we covered in the course before your posting date. A lot of people have difficulty finding valid articles, [here is a website with techniques to help you](#). You may begin to do these assignments after Week 3 and must complete each one before the due date/time.

### **LATE ASSIGNMENT POLICY:**

Late work is not accepted for any reason. Late assignments will receive a 0 score.

### **EVALUATING STUDENT LEARNING:**

% of Final Grade:

Examinations:	30% (3 x 10% each)
Quizzes	15% (15 x 1% each)
Team Assignments	20% (Assignments = 7 x 2% = 14%, Peer Evaluations = 6%)
Discussion Participation	18% (9 x 2%)
Class Introduction	2% (1 x 2%)
<u>News Article Assignment:</u>	<u>15% (3 x 5% each)</u>

**TOTAL 100%**

### **GRADING:**

This class is graded “A” through “F”. Letter grades are calculated off of total possible points and will be assigned according to the following table:

- A - 90-100%**
- B - 80-89%**
- C - 70-79%**
- D - 60-69%**

## **F Below 60%**

**\*Grades round up from  $\_9.495$  (EX)  $69.495=C$   $69.490=D$ \***

**Note:** Checking your course often is an essential element of your success in BA 101A. In Week 10, each student will complete an anonymous evaluation of their Team Members. Since your peer evaluations count for 5% of your final grade for the Team Assignments, regular communication and contributions are an imperative element of your success. **Students who will not be able to successfully complete this course should withdraw prior to the end of the seventh (7th) week of the term to avoid receiving a failing grade.**

## **CLASS SCHEDULE**

1. Week 1: Course Orientation, Introductions, Chapter 1 Introduction to Business
2. Week 2: Chapter 2 Teamwork and Communication & Chapter 3 Economic Environment
3. Week 3: Chapter 4 Global Environment & Chapter 5 Financial Markets
4. Week 4: Exam I and News Article 1
5. Week 5: Chapter 6 Legal Environment & Chapter 7 Ethics & Corporate Social Responsibility (CSR)
6. Week 6: Chapter 8 Business Ownership & Chapter 9 Entrepreneurship
7. Week 7: Chapter 12 Management
8. Week 8: Exam II, Chapter 13 Managing Processes, News Article 2
9. Week 9: Chapter 14 Marketing, Chapter 15 Human Resources
10. Week 10: Chapter 16 Accounting, Finance & Chapter 17 Technology, Peer Evaluations
11. Week 11: DUE Tuesday 12/5: Final Exam, News Article 3

## **LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy 1015 in our [Board Policies and Administrative Rules](#). Title II, Title IX (employee cases), & Section 504: Scott Rolen, Director of Human Resource Development and Support, CC-108, 541-917-4425; Title IX (student cases): Jill Childress, Manager for Student Conduct and Retention, WH-215, 541-917-4806, LBCC, Albany, Oregon. If you feel you have been discriminated against in any interaction at Linn-Benton Community College, or have been harassed by another person while at LBCC, or wish to report any concern or complaint, please navigate to this page to make a report: [linnbenton.edu/report-it](http://linnbenton.edu/report-it). This and additional information can be found at <https://www.linnbenton.edu/about-lbcc/administration/policies/equal-opportunity.php>.

## **Cultural Richness at LBCC**

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own safe, positive and nurturing learning environments. LBCC is committed to nurturing the development of culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

## **Request for Special Needs or Accommodations**

Direct questions about or requests for special needs or accommodations to the LBCC Director, Center for Accessibility Resources (CFAR), RCH-105, 6500 Pacific Blvd. SW, Albany, Oregon 97321, Phone [541-917-4789](tel:541-917-4789) or via Oregon Telecommunications Relay TTD at [1-800-735-2900](tel:1-800-735-2900) or [1-800-735-1232](tel:1-800-735-1232). Make sign language interpreting or real-time transcribing requests 2-4 weeks in advance. Make all other requests at least 72 hours prior to the event. LBCC will make every effort to honor requests. LBCC is an equal opportunity educator and employer.

### **SPECIAL ACCOMMODATIONS:**

You should meet with your instructor during the first week of class if:

- You have a documented disability and need accommodations.
- Your instructor needs to know medical information about you.
- You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call [\(541\) 917-4789](tel:541-917-4789).

### **LBCC COMPREHENSIVE STATEMENT OF NONDISCRIMINATION**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board

Policy P1015 in our [Board Policies and Administrative Rules](#). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: [linnbenton-advocate.symplicity.com/public-report](http://linnbenton-advocate.symplicity.com/public-report).

## **RUBRICS:**

### *Grading Rubric for Discussion Posts*

The following grading rubric may be used to evaluate all discussion posts.

#### Discussion Grading Rubric

Participation is measured by posting and replies. You should make a minimum of 3 postings in total: one new thread and two thoughtful responses to *different* members. Your participation will be graded on a ten-point scale, as follows:

#### **“A” Discussion (90–100% points): participated 3 times, minimum of 3 posts**

- Are made in a timely fashion, giving others an opportunity to respond.
- Are thoughtful and analyze the content or question asked.
- Make connections to the course content and/or other experiences.
- Extend discussions already taking place or pose new possibilities or opinions not previously voiced.
- Are from participants aware of the needs of the community, motivate Team discussion, and present a creative approach to the topic.

#### **“B” Discussion (80–90% points): participated 3 times, minimum of 3 posts**

- Are made in a timely fashion, giving others an opportunity to respond.
- Are thoughtful and analyze the content or question asked.
- Make connections to the course content and/or other experiences, but connections are unclear, not firmly established or explicit.
- Contain novel ideas, connections, and/or real-world application but lack depth, detail, and/or explanation.
- Are from participants who interact freely and occasionally attempt to motivate discussion.

#### **“C” Discussion (70–80% points): participated 3 times, minimum of 3 posts**

- Are usually, but not always, made in a timely fashion.
- Are generally accurate, but the information delivered is limited.

- Make vague or incomplete connections between class content and posting by other students.
- Summarize what other students have posted and contain few novel ideas.
- Show marginal effort to become involved with Team.

“D” Discussion (60–70% points): participated 1-2 times, minimum 1-2 posts

- Are not made in a timely fashion, if at all.
- Are superficial, lacking in analysis or critique.
- Contribute few novel ideas, connections, or applications.
- May veer off topic.
- Show little effort to participate in learning community as it develops.

“F” Discussion (0% points)

- Participant was rude or abusive to other course participants. In this case, the number and quality of other posts are irrelevant.

Participant failed to meet the basic criteria for the “D” Discussion.

WRITTEN ASSIGNMENT RUBRIC

Criteria	Inadequate =D (Below standard)	Minimal=C (Does not meet all standards)	Adequate=B (Meets standards)	Exemplary= A (Far exceeds requirements )	Weight
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<p><b>Organization and format</b></p>	<p><b>40% (4 points)</b>  Writing lacks logical organization. It may show some coherence but ideas lack unity. Serious errors and generally is an unorganized format and information.</p>	<p><b>60% (6 points)</b>  Writing is coherent and logically organized, using a format suitable for the material presented. Some points may be contextually misplaced and/or stray from the topic. Transitions may be evident but not used throughout the essay. Organization and format used may detract from understanding the material presented.</p>	<p><b>80% (8 points)</b>  Writing is coherent and logically organized, using a format suitable for the material presented. Transitions between ideas and paragraphs create coherence. Overall unity of ideas is supported by the format and organization of the material presented.</p>	<p><b>100% (10 points)</b>  Writing shows high degree of attention to details and presentation of points. Format used enhances understanding of material presented. Unity clearly leads the reader to the writer's conclusion and the format and information could be used independently.</p>	<p><b>10%</b></p>
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<p><b>Content</b></p>	<p><b>62.5% (25 points)</b> Some but not all required questions are addressed. Content and/or terminology is not properly used or referenced. Little or no original thought is present in the writing. Concepts presented are merely restated from the source, or ideas presented do not follow the logic and reasoning presented throughout the writing.</p>	<p><b>75% (30 points)</b> All required questions are addressed but may not be addressed with thoughtful consideration and/or may not reflect proper use of content terminology or additional original thought. Additional concepts may not be present and/or may not be properly cited sources.</p>	<p><b>87.5% (35 points)</b> All required questions are addressed with thoughtful consideration reflecting both proper use of content terminology and additional original thought. Some additional concepts may be presented from other properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout</p>	<p><b>100% (40 points)</b> All required questions are addressed with thoughtful in-depth consideration reflecting both proper use of content terminology and additional original thought. Additional concepts are clearly presented from properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.</p>	<p><b>40 %</b></p>
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<b>Criteria</b>	<b>Inadequate=D (Below standard)</b>	<b>Minimal=C (Does not meet all standards)</b>	<b>Adequate=B (Meets standards)</b>	<b>Exemplary=A (Far exceeds requirements)</b>	<b>Weight</b>
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<p><b>Development – Critical Thinking</b></p>	<p><b>62.5% (25 points)</b> Shows some thinking and reasoning but most ideas are underdeveloped, unoriginal, and/or do not address the questions asked. Conclusions drawn may be unsupported, illogical or merely the author’s opinion with no supporting evidence presented.</p>	<p><b>75% (30 points)</b> Content indicates thinking and reasoning applied with original thought on a few ideas, but may repeat information provided and/ or does not address all of the questions asked. The author presents no original ideas, or ideas do not follow clear logic and reasoning. The evidence presented may not support conclusions drawn.</p>	<p><b>87.5% (35 points)</b> Content indicates original thinking, cohesive conclusions, and developed ideas with sufficient and firm evidence. Clearly addresses all of the questions or requirements asked. The evidence presented supports conclusions drawn.</p>	<p><b>100% (40 points)</b> Content indicates synthesis of ideas, in-depth analysis and evidence beyond the questions or requirements asked. Original thought supports the topic, and is clearly a well-constructed response to the questions asked. The evidence presented makes a compelling case for any conclusions drawn.</p>	<p><b>40%</b></p>
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<p><b>Grammar, Mechanics, Style</b></p>	<p><b>40% (4 points)</b>  Writing contains many spelling, punctuation, and grammatical errors, making it difficult for the reader to follow ideas clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices disrupts the content. Additional information may be presented but in an unsuitable style, detracting from its understanding.</p>	<p><b>60% (6 points)</b>  Some spelling, punctuation, and grammatical errors are present, interrupting the reader from following the ideas presented clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices may detract from the content. Additional information may be presented, but in a style of writing that does not</p>	<p><b>80% (8 points)</b>  Writing is free of most spelling, punctuation, and grammatical errors, allowing the reader to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented in a cohesive style that supports understanding of the content.</p>	<p><b>100% (10 points)</b>  Writing is free of all spelling, punctuation, and grammatical errors and written in a style that enhances the reader's ability to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented to encourage and enhance</p>	<p><b>10%</b></p>
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		support understandi ng of the content.		understandi ng of the content.	
				<b>Total:</b>	<b>100%</b>