**BA 101A: BUSINESS FOUNDATIONS**

**Linn-Benton Community College – Fall 2018**

**Three Credits / Meets TR/ NSH 207 / 8:30a-9:50a / CRN: 26669**

**Instructor: Mindy Bean**

**Instructor: Mindy Bean** **OFFICE HOURS:**

Albany Office: MKH-113Mondays, Tuesdays, and Wednesdays: 12:30p-3:00p

Phone: 541-917-4291 Friday: By Appointment Only

Email: beanm@linnbenton.edu

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

1) Access to [Moodle](https://elearning.linnbenton.edu/login/index.php), Linn-Benton Community College’s learning management system (LMS)

You can access this from 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](https://elearning.linnbenton.edu/login/index.php): Purchase an access code from your campus bookstore, then follow the instructions provided to enter the code into any quiz page or study plan. You may take up to two quizzes before an access code is required. You can then have an option to purchase directly through Lumen for a lower cost.

3) Access<http://www.gcflearnfree.org/> and select “Microsoft Office” for an overview of GCF’s online tutorials. Students will be complete a comprehensive Excel tutorial (at no cost) in either a) The online class directly through GCF, or b) The “self-paced” version of the same tutorials and assignments through the BA101 course Canvas site. An orientation of this element will also be provided during the first day of class.

4) Three Scantron answer sheets (for the two midterms and final); available at the Bookstore, .20 cents ea.

**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.

**EVALUATING STUDENT LEARNING:**

% of Final Grade:

Examinations: 30% (3 x 10% each)

Quizzes 15% (15 x 1% each)

Salty Paws Group Project 20% (Final Project = 15%, Peer Evaluations = 5%)

Excel tutorial: 12% (3 x 4% each)

Career Path Assignment 8% (8% Paper)

Participation in class 15%

TOTAL 100%

**Note: Six absences shall result in an automatic course grade of “F” for material non-participation. Only excused absences are through Center For Accessibility Resources documentation or documented emergencies for yourself only, documentation must be physically handed in within 5 business days (Mon-Fri) of the absence to be excused.**

**GRADING:**

This class is graded “A” through “F”. Letter grades will be assigned according to the following table:

A 90-100% of total possible points

B 80-89%

C 70-79%

D 60-69%

F Below 60%

**Note:** Punctual, regular attendance is an essential element of your success in BA 101A. Attendance will be taken on a regular basis, as students will be involved in an ongoing Business Case Study. Every absence diminishes the quality of the Business Case Study. Each student is expected to assume responsibility for their fair share of the Business Case Study. In Week 10, each student will complete an anonymous evaluation of their group peers. Since your peer evaluations count for 5% of your final grade for the Business Case Study Project, regular attendance 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.**

**SPECIAL ACCOMMODATIONS:**

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

1. You have a documented disability and need accommodations.

2. Your instructor needs to know medical information about you.

3. 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](https://cascade.accessiblelearning.com/LBCC/) 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](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 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](http://linnbenton.edu/42145BA0-3DCC-11E3-AA36782BCB47BBE7). 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).

**COURSE PROGRESSION & IMPORTANT DATES: (Quizzes/Case Study Questions due the following Sundays by 5:00p)**

1. Tuesday 9/25: Course orientation & introductions. Thursday 09/27: Chapter 1 –

2. Tuesday 10/02: Chapter 2 – Thursday 10/04: Chapter 3 –

3. Tuesday 10/09: Chapter 4/5 – Thursday 10/11: Midterm Review ***Excel Assignment #1 due 11:55p***

4. Tuesday **10/16 Midterm Exam. I** Thursday 10/18: Chapter 6 –

5. Tuesday 10/23: Chapter 7 – Thursday 10/25: Chapter 8 – ***Excel Assignment #2 due 11:55p***

6. Tuesday 10/30: Chapter 9 – Thursday 11/1: Chapter 12–

7. Tuesday 11/06: Midterm Review– Thursday **11/08: Midterm Exam. II**

8. Tuesday 11/13: Chapter 13/14 – Thursday 11/15 \*Virtual Classroom\* ***Excel Assignment #3 due 11:55p***

9. Tuesday 11/20: Chapter 15 – Thursday 11/22: **HOLIDAY Campus Closed** Chapter 16

10. Tuesday 11/27: Chapter 16 – Thursday 11/29: Chapter 17 ***Career Path Writing Assignment due*** – Tuesday ***12/04 at 8:00am***

11. Tuesday **12/04: Final exam; 8:20 a.m. to 9:20 a.m. in NSH 207**

**EXAMINATIONS (3 x 10% ea. = 30%):**

Two midterm exams and a final exam will be administered during the course. Each exam will consist of multiple-choice and/or true-false questions over the assigned chapters. The first midterm will cover chapters 1 through 5. The second midterm will cover chapters 6, 7, 9, 10 & 12. The final will cover chapters 13, 14, 15, 16, & 17. **If you cannot take an exam on the scheduled date, you should inform me beforehand so we can arrange for you to take the exam at another time. Otherwise, you may take the missed exam, but your grade will be reduced by 20%. Missed exams must be made up within a week of the scheduled test date or the student will forfeit the exam**. Exceptions to this policy may be made for valid emergencies.

**QUIZZES (15 x 1% ea. = 15%):**

A quiz will be given on each assigned chapter via Moodle. All registered students have automatic access to Moodle. Check your email from Moodle and follow the instructions… contact instructor if you have any issues after the first day of school via email. The opening and closing times for each quiz are listed for each. A missed quiz may not be made up.

**SALTY PAWS BUSINESS CASE STUDY PROJECT (2 components: 15%-Case Study Answers, 5%-Peer Evaluation):**

In the 2nd day of the term, students in the class will be organized into groups of 3 to 4 students each. Each group will **read the Salty Paws Case Study and analyze it with responses to the questions assigned each week as a group effort.** This case study project is 20% of your grade. Each part of the case study will be due every week posted on Moodle.

**CAREER PATH WRITING ASSIGNMENT (8%)**

This course is intended to educate you on all aspects of business and to help inspire you to find your passion towards a career path. You will be assigned to write a research paper with MLA cited sources on a specific career that you have found an interest in. It will contain information on how you will prepare yourself with an outline of a time frame to get the chosen job and what you will need to do to attain it. You will also do a site visit where you network to meet someone with the current career and write about what you learned. **Written assignments must be typed or word-processed, and double-spaced using a 12 pt. font (maximum). Margins should be no greater than 1”. Hand-written work will not be accepted. Minimum length of your paper: 1-2 pages.**

**EXCEL ASSIGNMENTS (3 x 4% ea. = 12%) - (Mandatory)**

The use of spreadsheets has become a ubiquitous element of work in any endeavor. Where spreadsheets were once the sole domain of accountants and engineers, employees in every area of specialization (Operations, Marketing, Management, Human Resources, IT, Production, Finance, & Accounting) are expected to have facility using Excel, manipulating data, and using Excel to communicate effectively in a business environment. The Excel tutorial integrated into this course was selected from numerous tutorials for its clarity, quality, ease of use, and accessibility. The Goodwill Community Foundation (GCF) developed their Excel tutorial (as well as several others) and has made them publicly available for no charge. Anyone can access and view GCF tutorials at any time without prior account established or registration necessary. For a free Office 2016 downloads, visit: [Office.com/GetOffice365](https://products.office.com/en-us/student/office-in-education)

When you are ready to begin, access, download, rename, and save the “Starting Sheet” and “Instructions” for each Excel assignment from the course Canvas site. Upon completion, submit your assignment on Canvas for evaluation. I will let you know whether you have successfully completed the assignment, or if corrections and/or revisions are necessary. **Late assignments will be assessed a -2% deduction. IMPORTANT NOTE: The Excel assignments are required elements of the course. On time (or not), you must successfully complete all 3 Excel assignments to receive a grade for the course by 11/20/2018 at 11:59pm.**

**PARTICIPATION IN CLASS (15%): Ongoing**

“Participation in class” is assessed by your willingness to take part in class discussions on Moodle. These will be outside of the Salty Paws Case Study Questions on Moodle. **Six absences shall result in an automatic course grade of “F” for material non-participation. Absences will be recorded on canvas, so students will be aware if they are in jeopardy. The expectation is that students will attend every class.**

*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 4–5 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 group discussion, and present a creative approach to the topic.

“B” Discussion (80–90% points): participated 3 times, minimum of 3–4 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 2 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 group.

“D” Discussion (60–70% points): participated 1 time, minimum 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*

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| **Criteria** | **Inadequate=D**  **(Below standard)** | **Minimal=C**  **(Does not meet all standards)** | **Adequate=B**  **(Meets standards)** | **Exemplary=A**  **(Far exceeds requirements)** | **Weight** |
| **Organization and format** | **40% (4 points)**  Writing lacks logical organization. It may show some coherence but ideas lack unity. Serious errors and generally is an unorganized format and information. | **60% (6 points)**  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. | **80% (8 points)**  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. | **100% (10 points)**  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. | **10%** |
| **Content** | **62.5% (25 points)**  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. | **75% (30 points)**  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. | **87.5% (35 points)**  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 the writing. | **100% (40 points)**  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. | **40%** |

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| **Criteria** | **Inadequate=D**  **(Below standard)** | **Minimal=C**  **(Does not meet all standards)** | **Adequate=B**  **(Meets standards)** | **Exemplary=A**  **(Far exceeds requirements)** | **Weight** |
| **Development – Critical Thinking** | **62.5% (25 points)**  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. | **75% (30 points)**  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. | **87.5% (35 points)**  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. | **100% (40 points)**  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. | **40%** |
| **Grammar, Mechanics, Style** | **40% (4 points)**  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. | **60% (6 points)**  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 support understanding of the content. | **80% (8 points)**  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. | **100% (10 points)**  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 understanding of the content. | **10%** |
|  |  |  |  | **Total:** | **100%** |

**EMAIL ETIQUETTE**  If you are to email me, you need to compose a new email with the title: *CRN 26669 Foundations*, if you are unable to do this. You will be responded to at much slower pace.