



# Introduction to Business

**COURSE SYLLABUS**  
**10-104 -100**  
**Introduction to Business**

**Course Number:** 10-104-100  
**Credits:** 3  
**Semester and Year:** Fall 2009  
**Instructor:** Richard Chartier  
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**FAX:** Campus Ext. 4707  
Off Campus 715-675-9776 Use cover sheets  
**Mail Stop:** WA  
**Beginning/Ending:** **August 27, 2009 – December 15, 2009**  
**Meeting times:** Online  
**Room/s:** Online  
(See Time Table for details)

**Required Textbooks:**

**Business** O.C. Ferrell, Geoffrey Hirt, Linda Ferrell, McGraw Hill Publisher  
ISBN 978-0-07-351171-9

**Course Description:**

Business is a part of everyone's daily life--as employees, consumers and owners. In this course, you will explore the environment, human side and functional approach to business.

**Course Competencies:**

This course is designed around three competencies. You must be able to demonstrate these course competencies in order to successfully complete this course:

1. Explore the definition and evolution of business and entrepreneurship
2. Analyze the global environment of business
3. Examine the human side of business
4. Analyze the ethical and legal environment of business
5. Examine the functional approach to business including information technology and e-commerce
6. Examine the functional approach to business marketing
7. Examine the functional approach to business including operations management and human resource management.
8. Examine the functional approach to business including accounting and finance.
9. Analysis effective management approaches

## Introduction ITV - Learning Environment

We will endeavor to create a learning environment where:

- People learn by doing
- Learners build on what they already know
- Instructors use a variety of instructional methods that appeal to multiple learning styles
- Students learn as much from each other as they do from the instructor
- Collaboration is the norm
- Learners have a say in their learning process
- It's OK to have fun, make mistakes, and play games

## Online - Learning Environment

All the information you need for your assignments is found by clicking on the "Learning Plans" Button. There you will find 4 Learning Plans (LP). The first is a **Getting Started Learning Plan** which will take you through a number of helpful activities to be sure you know how to use the features of your Blackboard classroom. Once you have worked through those activities email your instructor. By doing so you will be letting them know you are ready to start working on the other Learning Plans.

## Discussion Board

The Blackboard classroom allows us to engage in "discussions" through a Discussion Board. This provides you an opportunity to discuss and learn from your classmates. In this course you may have requirements to enter into discussions by posting your comments on specific instructor provided questions and then responding to what your classmates have said. These postings are done on your own time - you will not be required to be on the computer at any specific time.

Remember success depends on making regular and steady progress through the learning plans and keeping in touch with your team and the instructor about any questions, problems or concerns that you have. Enjoy the course!

## **Required Skills/Resources for Online Courses:**

- Regular and easy access to a computer with a reliable Internet connection, and Microsoft WORD 2003 or above (if your computer has Microsoft Works, this is **not** the same as WORD and is **not compatible** with it). The instructor will not be able to open your assignments and you will not be able to open some course material. You can obtain a low cost copy of MS WORD through THE TECHNICAL COLLEGE SYSTEM.
- An active email account with the ability to send and receive attachments
- Skill in maneuvering around a website and in sending email with attachments
- Skill in internet searching and research
- Skill in word-processing using Microsoft Word, including opening and saving files.
- Skill in English composition, grammar, and spelling (this course will require a lot of writing)
- Willingness to contact the instructor with questions, comments, or problems as they occur.

- Enough time to devote to the course - approximately **6 - 10 hours per week**

## **Submitting Assignments**

- Submit assignments as instructed.

## **Attendance and Participation**

Courses in Supervisory Management rely heavily on teamwork and various nontraditional learning techniques. Therefore, attendance and participation in all class sessions is required. Additionally, many of the learning activities will require work outside of class.

## **Core Abilities**

Act Responsibly.  
Communicate Clearly.  
Learn Effectively.  
Think Critically.  
Work Cooperatively.

## **ADA Statement**

If you feel you may need an accommodation or special services for this class, please see me, or contacts Joe Mielczarek in The Center For Students With Disabilities located in room B103. You may also call him at 715.675.3331 Ext. 4087 or TDD 715.675.6341.

## **Grading and Evaluation**

You will develop course competencies and meet learning objectives though a combination of classroom instruction/discussion, online activities, student-centered activities/assignments, written evaluations, assigned readings, and authentic assessments/projects.

The assignments and activities will be assigned a point value. Major assignments and the due dates are shown on the Time Table for this course.

Adding the total points available in the course and then dividing that number by the points you've earned will establish your letter grade. A simple percent scale will be used to determine your final course grade. Written Assignments must be word-processed. Some assignments will be submitted electronically, so everyone needs to have an active email address. If you need help getting an email account see the instructor.

**The percents are:**

94 - 100	A
90 - 93	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
70 - 76	C
60 - 69	D

**Description of items included in final grade**

\*Your grade will be based on you being able to demonstrate all competencies at a minimum level of C on performance-based tasks in order to pass the course. You may be required to demonstrate the competencies through class discussions, blackboard assignments and your participation in team activities.

. They are broken down as follows:

- 25% Reflections
- 25% Exams
- 50% Performance Assessment Tasks

## TIME TABLE

**This Time Table** indicates the tentative schedule for Learning Plans and assignment due dates. Schedule adjustments will be made if class needs dictate. I will try to give you ample notice of any schedule adjustments.

Session / Learning Plan	Related Competencies	Learning Plan	Activities, Resources, Handouts, Worksheets, Videos, and Location	Rubrics/ Point Value
<b>Orientation 3-27</b>	<b>Orientation</b>	Learning Plan 0		
<b>1 On Line 9-3</b>	Explore the definition and evolution of business and entrepreneurship	Learning Plan 1		
<b>2 On Line 9-10</b>	The nature of Management	Learning Plan 2		
<b>3 On Line 9-17</b>	Analyze Leadership skills	Learning Plan 3		
<b>4 On Line 9-24</b>	Analyze Entrepreneurship	Learning Plan 4		
<b>5 On Line 10-1</b>	Analyze the ethical and legal environment of business	Learning Plan 5		
<b>6 On Line 10-8</b>	Examine the human side of business	Learning Plan 6		
<b>7 On Line 10-15</b>	Examine accounting in business	Learning Plan 7		
<b>8 On Line 10-22</b>	Examine marketing in business	Learning Plan 8		
<b>9 On Line 10-29</b>	Examine information technology in business	Learning Plan 9		
<b>10 On Line 11-5</b>	Examine business operations	Learning Plan 10		
<b>11 On Line 11-12</b>	Examine finance in business	Learning Plan 11		
<b>12 On Line 11-19</b>	Examine Global business environment	Learning Plan 12		
<b>13 On Line 12-3</b>	Examine e-commerce in business	Learning Plan 13		

## APPENDIX A

### Key Elements For Written Assignments

All Written Papers for all courses should have a consistent format with the following Key Elements:

<u>Key Elements</u>	<u>Values</u>
✓ A cover page (Assignment and Learner Name/s)	Yes      No
✓ Word processed or typewritten	Yes      No
✓ One to two pages in length (not including cover/s)	Yes      No
✓ Double-spaced with one-inch margins around the page	Yes      No
✓ Includes page numbering if multiple pages	Yes      No
✓ <b>Clarity</b> - Writing style communicates clearly	Yes      No
✓ <b>Quality</b> - Written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage	Yes      No

## **APPENDIX B**

### **Scoring Guides**

#### **Written Product Scoring Guide**

##### **Scoring Standard**

You must achieve a rating of at least “3” on each criterion to demonstrate competence.

##### **Rating Scale**

5: Written Work exceeds criterion

4: Written Work meets criterion at an high level of competence

3: Written Work meets criterion at a basic level of competence

1: Written Work does not meet criterion

0: Work is missing, incorrect, or incomplete

#### **Scoring Guide**

<b>Criteria</b>	<b>Ratings</b>
• written product fulfills the purpose as describe in the direction to learner	5 4 3 2 1 0
• written product reflects accurate analysis of the assigned topic and applies concepts covered by course content	5 4 3 2 1 0
• written product shows evidence of logical critical thinking	5 4 3 2 1 0
• written product follows an effective organizational plan	5 4 3 2 1 0
• written product follows prescribed format and meets criteria for all Key Elements for written assignments	5 4 3 2 1 0

#### **Case Study Scoring Guide**

##### **Scoring Standard**

You must achieve a rating of at least “3” on each criterion to demonstrate competence.

##### **Rating Scale**

5: Highly accurate, creative, inventive, or mature evidence of the criterion

4: Mostly accurate, practical, or elevated evidence of the criterion

3: Detailed and consistent evidence of the criterion

2: Beginning or some evidence of the criterion

1: Little evidence of the criterion

0: No evidence of the criterion

## Scoring Guide

<b>Criteria</b>	<b>Ratings</b>
• case study response demonstrates a thorough understanding of relevant aspects of the case	5 4 3 2 1 0
• case study response outlines in detail the decision selected by the learner and all questions are answered completely	5 4 3 2 1 0
• case study response includes an explanation of why the decision was selected	5 4 3 2 1 0
• case study response is supported by relevant evidence and uses real work/life examples when appropriate	5 4 3 2 1 0
• case study response is well organized	5 4 3 2 1 0

## APPENDIX C

### ***Directions to Learner***

For this performance assessment you will write a summary of, and a reaction to a magazine article related to the topic of Time Management.

1. The dates of these articles should not be older than 2004.
2. Begin with a ½ page summary of the article. Keep in mind that you want to summarize the main ideas, not all of the details.
3. Then conclude with a ½ page reaction. I want to know your opinion and find out if you agree or disagree with the authors. Why or why not? Would you recommend these articles to others? Why or why not? Do these articles make a contribution to the field? Why or why not?
4. The paper should be at least one page in length (no more than 2 pages), word-processed (double-spaced), technically and grammatically correct. Also, attach a copy of the article.
5. Your summaries are to be done individually.
6. Self-assess your work using the scoring guide. Revise as needed.
7. Submit your completed Article Summary to your instructor for feedback and evaluation.

### **Article Summary Scoring Guide**

#### **Scoring Standard**

You must achieve a rating of at least “3” on each criterion to demonstrate competence.

#### **Rating Scale**

- 5: Written Work exceeds criterion
- 4: Written Work meets criterion at an high level of competence
- 3: Written Work meets criterion at a basic level of competence

1: Written Work does not meet criterion

0: Work is missing, incorrect, or incomplete

### Scoring Guide

<b><i>Criteria</i></b>	<b><i>Ratings</i></b>
• article summary identifies the key points of the article	5 4 3 2 1 0
• article summary includes only relevant and necessary details	5 4 3 2 1 0
• article summary shows evidence of logical critical thinking	5 4 3 2 1 0
• article summary follows the prescribed format and fulfills the purpose as describe in the direction to learner	5 4 3 2 1 0
• summary evidences correct grammar, punctuation, and spelling	5 4 3 2 1 0
<b>Total</b>	