



## COURSE OUTLINE FALL 2008

<u>BUS 101</u> <b>Course Number</b>	<u>Introduction to Business</u> <b>Course Title</b>
<u>Division of Business &amp; Technology</u> Division	<u>15 Weeks</u> Length of Semester
<u>3</u> <b>Credits</b>	<u>3</u> <b>Lecture/Laboratory Hours</b>

### **Catalog description:**

Survey course of the American business system. Includes forms of business ownership, financing, employee relations, marketing, motivation, management, the role of government, and international issues. Also covers workplace ethics, legal concerns, and the responsibility of the individual as worker and consumer.

**Prerequisites:** None

**Corequisites:** None

### **Required texts/other materials:**

<b>Required Text:</b>	Title: <u>BUSN</u>
	Author: Kelly and McGowen
	Publisher: Southwestern Cengage Learning
	Edition: 2008-2009
	ISBN: ISBN: 0324569890

**Last revised:** August 2008

Professor Ellen A. Benowitz  
Course Coordinator

Upon completion of this course, students will demonstrate the ability to read and summarize

articles from periodicals that relate to topics discussed in this class. Student papers will demonstrate coherence, decisiveness, and conciseness.

**Course Requirement:** The student must:

1. Research at least five current articles pursuant to the topics being studied during the semester.
2. Be prepared to present the article orally to the class.
3. Your instructor will announce the due date or dates for the articles.

**Article Preparation:**

1. The article must be as current as possible (within one calendar year.)
2. The article should be summarized in the student's own words.
3. The article must also be critiqued; that is to say, the author's main ideas should be brought to bear relative to their effects on current market situations. (See attached required format)

**Library resources:**

- Journal of Training
- Harvard Business Review
- Journal of Marketing
- Advertising Age
- Business Week
- Quality Progress
- Journal of Applied Psychology
- Journal of Business and Psychology
- Journal of Organizational Behavior
- Fast Company
- Wall Street Journal
- Journal of Vocational Behavior
- Forbes
- Newsweek
- Fortune
- Nation's Business
- Personnel Psychology
- Time

## Course Competencies

This course is designed to provide students with an understanding of business, forms of business ownership, the management and organizational processes, effective marketing, financial management, ethical and social responsibilities and the global business environment.

### ***The student will be able to:***

- Describe how business and nonprofit organizations add to a country's standard of living and quality of life
- Explain how technology has affected business
- Analyze what businesses must do to meet the global challenge
- Describe the different forms of business ownership and explain the advantages and disadvantages of each form
  - Explain the functions of management and how they relate to business success
- Explain the marketing concept
- Explain what money is and how its value is determined
- Distinguish between short-term and long term financing and between debt capital and equity capital

## Units of Study in Detail

### **Unit I Exploring the World of Business**

#### **Learning Objectives**

##### ***The student will be able to...***

- Define business and identify potential risks and rewards.
- Describe the two types of economic systems: capitalism and command economy
- Identify the types of ethical concerns that arise in the business world
- Explain the economic basis for international business, the restrictions that nations place on international trade and the methods by which a firm can enter into the international market
- Describe the different forms of business ownership and explain the advantages and disadvantages of each form
- Define small business and explain why so many small businesses fail

### **Unit II The Management Process**

#### **Learning Objectives**

##### ***The student will be able to...***

- Define management and describe the basic management functions
- List the steps in the managerial decision-making process
- Describe how organizations benefit from total quality management
- Define an organization and identify its characteristics
- Describe the four basic forms of organizational structure: bureaucratic, matrix, cluster and network
- Explain the nature of production and outline how the conversion process transforms raw material, labor, and other resources into finished products or services
- Discuss the increasing role of computers, robotics, and flexible manufacturing in the Production process

### **Unit III      Human Resources**

#### **Learning Objectives**

##### ***The student will be able to...***

- Describe the major components of human resource management
- Describe cultural diversity and discuss the challenges and opportunities associated with it.
- List and explain the steps in the human resource process from planning to separation
- Outline and explain the major legislation affecting human resource management
- Define motivation and describe the three contemporary view of motivation: equity theory, expectancy
  - Describe the basic elements in the collective-bargaining process
- Identify the main focus of major pieces of labor-management legislation

### **Unit IV      Marketing**

#### **Learning Objectives**

##### ***The student will be able to...***

- Define marketing and explain how it creates utility for purchases of products
- Identify the four elements of the marketing mix and explain their importance in developing a marketing strategy
- Identify the major steps in the consumer buying decision process and the sets of factors that may influence this process
- Describe the major components of a marketing plan
- Describe three ways of measuring consumer income

### **Unit V      Information for Business Strategy and Decision Making**

#### **Learning Objectives**

##### ***The student will be able to...***

- Describe how business research is conducted
- Describe the five functions of an information system
- Explain how the Internet, intranet, standards of communications, and web pages affect business today
- Explain how business applications software can be used to collect and distribute information

### **Unit VI      Finance and Investment**

#### **Learning Objectives**

##### ***The student will be able to...***

- Explain the need for financing and financial management in business
- Describe the advantages and disadvantages of different methods of both short-term and long-term debt financing
  - Define and describe the advantages and disadvantages of equity financing
- Explain how the factors of safety, risk, income, growth, and liquidity affect investment decisions
- Describe securities are bought and sold
- Explain the advantages and disadvantages of savings accounts, bonds, stocks, mutual, and real estate

### **Evaluation of Student Learning**

Chapter Quizzes	40%
Four Hourly Exams	40%
First Exam	Chapters 1-2-3-& 4
Second Exam	Chapters 6-7-9-& 10
Third Exam	Chapters 11-12-13- & 14
Fourth Exam	Chapters 15-16-17-& 18
Class Participation (attendance, participation)	10%
Reaction Papers	<u>10%</u>
Final Grade	100%

NOTE: All test questions will relate to the chapter objectives indicated at the beginning of each chapter. All of the chapter objectives as stated in your text will be accomplished with at least a 60% accuracy level. Objectives will be measured utilizing at least one (1) to the following testing methods:

- (a) Essay questions.
- (b) Objective - True, False, matching, or multiple choice type questions.
- (c) A combination of Essay and Objective type questions.

**GRADING**

Letter Grade	Nominal %
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
F	0-59

Required Format

Name: \_\_\_\_\_ Section: \_\_\_\_\_

A REACTION PAPER

Title of Article:

Source and Date:

Author:

Summary of Article:

Reaction and Recommendations:

Class: \_\_\_\_\_

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Ideas:	<p>Level 1 The author didn't know what the topic of this paper was supposed to be.</p>	<p>Level 2 This paper doesn't focus on one topic or subject. (The ideas do not relate to each other.)</p>	<p>Level 3 This paper is about one topic or subject but the details are not specific enough to support this topic or subject.</p>	<p>Level 4 This paper focuses on one topic and uses a lot of great details, but some details don't belong.</p>	<p>Level 5 This paper holds the readers' attention. The ideas focus on one topic or subject and there are several examples to support these ideas.</p>	<p>Level 6 This paper grabs the reader's attention and holds it for the whole time. The ideas and details all focus around one topic. The details support the topic and enhance the paper.</p>
Organization:	<p>Level 1 This paper has no organization at all. This author may not have planned this paper at all.</p>	<p>Level 2 This paper lacks a clear sense of direction. The ideas, details, or events are strung together in a loose or random fashion.</p>	<p>Level 3 This paper has a beginning middle and end. This paper may not have any transitions (sentence starters) to make it clear that the author has moved from one topic to another.</p>	<p>Level 4 This paper has a beginning, middle and end with transitions. It is smooth to read, but may not always be that interesting. There is an introduction and conclusion</p>	<p>Level 5 This paper is organized so it highlights its ideas and subjects. (The organization in this paper makes it even more interesting.) Introduction sets up the paper and conclusion sums up paper.</p>	<p>Level 6 This paper is organized so it highlights its ideas and subjects. Its transitions make it very smooth to read. There is a strong and gripping introduction summative conclusion</p>

Word Choice:	<p>Level 1 The author of this paper used little or no sentence starters. This paper is lacking vivid words.</p>	<p>Level 2 The author of this paper used one or two sentence starters on a couple of sentences, but then forgot to use them anywhere else. The author of this paper used one or two vivid words.</p>	<p>Level 3 The author of this paper used sentence starters, but used the same ones many times. The author attempted to use vivid words, but these words still lack energy.</p>	<p>Level 4 The author of this paper used many different sentence starters, but some may be used incorrectly or may seem to stiff in this paper. The author used many vivid words to make the paper seem more interesting.</p>	<p>Level 5 The author of this paper used sentence starters and vivid words correctly. The words the author used help to convey the intended message in a precise, and natural way. (Reader picks up the energy and is interested)</p>	<p>Level 6 When reading this paper, the author tells the reader about the word choice he/she used. Each word used in the paper makes the reader more interested. The sentences are all correct and are</p>
--------------	---	--	--	---	---	--

MCCC Course Outline

Sentence Fluency:	<p>Level 1 Most of the sentences in this paper are not really sentences at all. They are simply unrelated words stuck together.</p>	<p>Level 2 These simple sentences are choppy and the reader can not follow the ideas with fluency.</p>	<p>Level 3 These sentences are longer but all the same length. The reader still can not read this piece with fluency. (The paper needs more rhythm.)</p>	<p>Level 4 The author started to use sentences of different lengths but they are not well built. (The subjects and verbs may not agree. There may be incomplete sentences or run-ons)</p>	<p>Level 5 The author wrote a paper with good rhythm. Sentences are well built, and of varying lengths.</p>	<p>Level 6 I can tell the author of this paper thought how easy sentences sounded on paper. Sentences are different and are well built. There are no run-on or incomplete sentences.</p>
Conventions:	<p>Level 1 I can find at least one spelling, punctuation, capitalization, grammar, or usage error in nearly every sentence of this paper. This paper is nearly impossible to read.</p>	<p>Level 2 The errors in spelling, punctuation, capitalization, grammar &amp; usage; make this paper difficult to read.</p>	<p>Level 3 The author of this paper wrote using conventions which enhance readability; but at other times, errors are distracting and impair readability.</p>	<p>Level 4 The author of this paper wrote using conventions which enhance readability; There are only a 3-4 errors in this paper, but they do not detract from the meaning of the paper.</p>	<p>Level 5 The author of this paper wrote using conventions which enhance readability; There are only a 1-2 errors in this paper, but they do not detract from the meaning of the paper.</p>	<p>Level 6 The author of this paper wrote a paper which has good grammar and standard conventions. (The use of correct conventions enhances readability.)</p>

Comments:

### **Academic Integrity Statement**

“A student who a) knowingly represents work of others as his/her own, b) uses or obtains unauthorized assistance in the execution of any academic work, or c) gives fraudulent assistance to another student is guilty of cheating. Violators will be penalized.” (Student Handbook)

### **Student Conduct Statement**

It is the students' responsibility to attend all of their classes. If they miss a class meeting for any reason, students are responsible for all content that is covered, for announcements made in their absence, and for acquiring any materials that may have been distributed in class. It is expected that students be on time for all their classes. If students walk into a class after it has begun, it is expected that they choose a seat close to where they entered the room so that they do not disrupt the class meeting.

Students are expected to follow ordinary rules of courtesy during class sessions. Engaging in private, side conversations during class time is distracting to other students and to the instructor. Leaving class early without having informed the instructor prior to class is not appropriate. Unless there is an emergency, leaving class and returning while the class is in session is not acceptable behavior. Disruptive behavior of any type, including sharpening pencils during class while someone is speaking, is not appropriate.

The college welcomes all students into an environment that creates a sense of community and pride and respect; we are all here to work cooperatively and to learn together.

### **Reasonable Accommodations for Students with Documented Disabilities**

Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations.

For more information regarding accommodations, you may visit the Office of Academic Support Services in FA129 or contact them at 609.570.3422 or urbanb@mccc.edu.