



COURSE OUTLINE

BUS 101
Course Number

Introduction to Business
Course Title

Division of Business & Technology
Division

15 Weeks
Length of Semester

3
Credits

3
Lecture/Laboratory Hours

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: ENG101

Required texts/other materials:

Required Text:	Title:	<i>Business Essential</i>
	Author:	Ebert and Griffin
	Publisher:	Pearson/Prentice Hall
	Edition:	Contact the MCCC Bookstore for the latest Edition

Last revised: Spring 2019

Professor Jonathan Rowe rowejo@mccc.edu
Course Coordinator

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
- Time

Course Goals (CG):

This is a survey course designed to provide students with an understanding of the environment within which a business operates, forms of business ownership, the management and organization of business, effective marketing, financial management, the accounting function, ethical and social responsibilities and the global business environment.

The student will be able to:

1. Understand the internal and external environments (including the macro economy and legal structures) within which business operates. (GE Goal 1; CS A, B, D)
2. Describe the role that business organizations, including the unique role of small business, play in a country's economy (GE Goal 1; CS A, B, D)
3. Analyze what businesses must do to meet the global challenge (GE 1, 8; CS A, B,D,G)
4. Explain the functions of management and how they relate to business success (GE 1; CS A and B)
5. Describe the components of Human Resource Management (GE 1; CS A and B)
6. Explain the marketing mix and its role in driving revenue (GE 1; CS A and B)
7. Explain the role of the accounting function, the accounting equation, and basic financial statements (GE 1 and 2; CS A, B, D and E)
8. Identify ethical dilemmas faced by business (GE 1, 9; CS A, B, C)
9. Explain the role of financial management in driving profitability (GE 1, 2; CS A,B, D)
10. Describe the impact of information systems and technology on business (GE 1, 4; CS A, D,E)

Course-specific General Education Knowledge Goals and Core Skills

General Education Knowledge Goals (GE Goals)

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills (CS)

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural

Units of Study in Detail

Unit 1 – The US Business Environment

Learning Objectives:

The student will be able to...

- Describe the basic internal functional roles necessary to operate a business (CG1)
- Explain the external environments within which business operates (CG1)
- Describe the factors of production in the context of varying economic systems (CG1)
- Discuss the degrees of competition found in industries and explain how a competitive market works (CG1 and 2)
- Interpret examples of key economic indicators used by business (CG1 and 2)

Unit 2 – Business Ethics and Social Responsibility

Learning Objectives:

The student will be able to...

- Define business ethics and give examples of ethical dilemmas faced by business (CG8)
- Assess ethical behavior and apply multiple models of ethical decision making (CG8)
- Explain the social responsibilities that business has to its stakeholders and various approaches to social responsibility. (CG8)

Unit 3 – Entrepreneurship

Learning Objectives:

The student will be able to...

- Define small business and its importance to the US economy (CG2)
- Describe the key components of a business plan for small business (CG2)
- Explain what is meant by entrepreneurship (CG2)
- Discuss the advantages and disadvantages of various forms of business ownership.(CG1 and 2)
- Explain the unique management issues faced by corporations. (CG1)

Unit 4 – The Global Environment of Business

Learning Objectives:

The student will be able to...

- Explain the term globalization (CG3)
- Describe today's major world markets and explain the importance of trade agreements in promoting trade amongst them (CG3)
- Define a country's Balance of Trade and factors which contribute to a deficit or surplus (CG3)
- Explain barriers to international trade (CG3)
- Discuss the unique management issues facing international firms (CG3)

Unit 5 – Business Management

Learning Objectives:

The student will be able to...

- Describe the four basic management functions of planning, leading, organizing, and controlling (CG4)
- Identify different types of manager positions found in organizations and the skills required of them (CG4)
- Explain the importance of the strategic management process and the steps for goal setting and strategy formulation (CG4)
- Define corporate culture.(CG4)
- Discuss the factors that influence a firm's organizational structure (CG4)
- Explain the basic forms of organizational structures and the pros and cons of each (CG4)
- Identify the concepts and theories of employee motivation, the strategies used by organizations to improve employee motivation and the link to organizing (CG4)
- Distinguish between leadership and management (CG4)
- Identify and explain various approaches to leadership, the role and traits of leaders, and special issues in leadership (CG4)

Unit 6 – Human resource Management

Learning Objectives:

The student will be able to...

- Define HR management and explain its strategic importance (CG5)
- Identify and explain the tasks involved in staffing a company (CG5)
- Describe the legal issues involved with HR management (CG5)
- Explain current trends in HR management such as contingency workforces, diversity and knowledge workers (CG5)
- Describe the collective bargaining process and explain why workers organize into unions (CG5)

Unit 7 – Marketing and Consumer Behavior

Learning Objectives:

The student will be able to...

- Define marketing, its goals and environmental forces (CG6)
- Identify and explain the four Ps of the marketing mix (CG6)
- Define target marketing and market segmentation (CG6)
- Explain the consumer buying process (CG6)
- Define the product life cycle (CG6)
- Use price setting tools to determine prices and explain pricing tactics (CG6)

- Identify various channels in the distribution mix (CG6)
- Explain physical distribution strategies (CG6)
- Explain the objectives of promotion and the tools used in the promotional mix (CG6)
- Discuss unique implications of marketing to small and global businesses (CG6)

Unit 8 – Informational technology for Business

Learning Objectives:

The student will be able to...

- Identify examples of information technology, its use as a resource, and the impact it has had on the business world (CG10)
- List types of information systems (CG 10)
- Explain the ways that businesses protect themselves from the threats and risks associated with information technology (CG10)

Unit 9 – Accounting and Finance

Learning Objectives:

The student will be able to...

- Explain the role and types of accountants in business (CG7)
- Explain how the accounting equation is used (CG7)
- Describe the three basic financial statements and how they reflect the financial health of the business including the importance of financial ratios (CG7)
- Identify unethical accounting actions (CG8)
- Define the characteristics and functions of money and the M1 and M2 definitions of money supply (CG1 and 9)
- Provide examples of US financial institutions (CG1 and 9)
- Define the functions and tools of the Federal Reserve System (CG1 and 9)
- Explain the concept of the time value of money (CG 9)
- Distinguish between various types of common investment vehicles (CG 9)
- Explain the organizations, institutions, and measures involved with securities markets (CG9)
- Compare various forms of potential financing for a firm and the implications of going public (CG9)

Evaluation of Student Learning

Homework/Quizzes	25%
Four Hourly Exams	60%
Written Project	<u>15%</u>
Final Grade	100%

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

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.

Academic Integrity Statement:

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This

implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.

- completing a graded academic activity or taking an exam for someone else.
- giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.

- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.
- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

D. Inappropriately or unethically uses technological means to gain academic advantage.

- inappropriately or unethically acquiring material via the Internet or by any other means.
- using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate

to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

Appeals

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.