

BA 101A: BUSINESS FOUNDATIONS
Linn-Benton Community College – Fall 2019
Three Credits / Online / CRN: 26668
Instructor: Mindy Bean

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Albany Office: MKH-113
Benton Center Office: BC-102A
BC-102A

Email: beanm@linnbenton.edu

OFFICE HOURS:

Tuesdays and Thursdays: 12:00p-2:00p in MKH 113
Mondays and Wednesdays: 12:00p-2:00p in

Online: Tuesday and Thursday 10:00a-12:00p

How to get to Moodle: [Student Moodle Orientation Video](#)

How to get Email set up: [Here is the college page on student email.](#)

How to meet online for Office Hours: [\(schedule here\)](#)

EMAIL POLICY: Email & Office Hours are the best methods of communication. Emails need to be sent need within a reasonable timeframe, i.e. business days/hours, allowing reasonable time to respond. If you are to email me, you need to title the email: **CRN 26668 Foundation**, if you are unable to do this. You will be responded to at a much slower pace.

EMAIL ETIQUETTE:

- 1) Emails should always be sent in a professional manner
- 2) If you are asking a question about a certain assignment, please list the name of it as it shows on Moodle
- 3) Emails should typically be kept under 150 words, for example, if an email is typically longer than 150 words it's better to be discussed in a meeting
- 4) Include a title to your email: **CRN 26668 Foundation**
- 5) Give at least 24-48 business hours for someone to help you

LATE ASSIGNMENT POLICY:

Late work is not accepted.

REQUIRED TEXT, INTEGRATED ENROLLMENTS, AND MATERIAL:

- 1) Access to [Moodle](#), 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) \$25.00 Lumen Learning on [Moodle](#): Purchase an access code from your campus bookstore, then follow the instructions provided to enter the code into any quiz page. You may take up to two quizzes before an access code is required which then you can buy online with Lumen.
- 3) Access <http://www.gcflearnfree.org/> and select “Microsoft Office” for an overview of GCF’s online tutorials. Students will 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 Moodle site. An orientation of this element will also be provided during the first day of class.
- 4) Download Excel for free here:
<https://www.microsoft.com/en-us/education/students/default.aspx>
- 5) 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)
Group Assignments	19% (Assignments =7 x 2%=14%, Peer Evaluations = 5%)
Discussion Participation	14% (7 x 2%)
Career Path Assignment	9% (1 x 9% Paper)

Excel Take Home Exams:	5% (3 x ~1.67% each)
Career Path Chats	4% (8 x 0.50%)
Google Calendar Assignment	2% (1 x 2%)
Succeeding with Waymaker Quiz	1% (1 x 1%)
<u>Syllabus Confirmation Quiz</u>	<u>1% (1 x 1%)</u>
TOTAL	100%

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: Checking your course everyday is an essential element of your success in BA 101A. 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 Group 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.**

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**.

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.symplcity.com/public-report.

COURSE PROGRESSION & IMPORTANT DATES: (Quizzes & Career Path Chats due the following Sun by 11:55p) (Discussions & Group Assignments due every Weds & Fri)

1. Monday 09/30: Course orientation & introductions. Wednesday 10/02: Chapter 1 –
2. Monday 10/07: Chapter 2 – Wednesday 10/09: Chapter 3 –
3. Monday 10/14: Chapter 4– Wednesday 10/16: Chapter 5-
4. Monday 10/21 Midterm Review -Wednesday 10/23: **Midterm Exam. I**
5. Monday 10/28: Chapter 6 – Wednesday 10/30: Chapter 7 – ***Sunday Excel Exam 1 due 11:59p***
6. Monday 11/04: Chapter 8 – Wednesday 11/06: Chapter 9–
7. Monday 11/11: Holiday Wednesday 11/13: Chapter 12-***Sunday Excel Exam 2 due 11:59p***
8. Monday 11/18: **Midterm Exam. II** - Wednesday 11/20 Chapter 13
9. Monday 11/25: Chapter 14 Wednesday 11/27 Chapter 16
10. Monday 12/02: Chapter 16 Wednesday 12/04: Chapter 17 -Friday ***Career Path Writing Assignment due Friday 12/06 at 11:55pm***
11. **Monday 12/09: Final exam; 8:50 a.m. to 9:50 a.m. on Moodle**

SYLLABUS CONFIRMATION QUIZ (1 x 1%)

By taking the quiz you are confirming you read and understood it, you have the first week of classes to take this quiz. It is one TRUE or FALSE question, if you do not understand the syllabus you have the first week of classes to meet with the instructor. If you do not take the quiz by the due date/time. You will not receive credit.

SUCCEEDING WITH WAYMAKER QUIZ (1 x 1%)

By taking the quiz you are confirming you read and understood the modules listed in this section. It is one TRUE or FALSE question, if you do not understand the modules you have the first week of classes to meet with the instructor. If you do not take the quiz by the due date/time. You will not receive credit.

GOOGLE CALENDAR ASSIGNMENT (1 x 2%)

You are to set up your Google Calendar to include the following:

- Course time
- Commute
- Study Time, HW, and Reading Time
- Fun/Personal Time
- Work Schedule (if you have one)
- Final Schedule
- Invite Mindy to see you calendar

This will be due in the second week of classes, if Mindy can not see it you will not be able to receive credit.

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

Two midterm online exams and a final online exam will be administered during the course. Each online exam will consist of 30 multiple-choice and/or true-false questions over the assigned chapters. The first online midterm will cover chapters 1 through 5. The second online midterm will cover chapters 6, 7, 9, 10 & 12. The online final will cover chapters 13, 14, 15, 16, & 17. **If you cannot take an online exam on the scheduled date, you should inform me before 12:00AM on the exam date, so we can arrange for you to take the exam at another time. Otherwise, you may take the missed online exam, but your grade will be reduced by 20%. Missed online exams must be made up within a week of the scheduled test date or the student will forfeit the online exam.** Exceptions to this policy may be made for valid emergencies. No exam will be made up for technical issues

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.

GROUP ASSIGNMENTS (2 components: 14%-Assignment, 5%-Peer Evaluation):

Starting Week 2 you will put yourselves in groups of 2-3 and do Group Assignments each week that are due. Each Paper will need to be professionally written with proper grammar, punctuation, and format. Students are to work on assignments within Google Docs and share

them with classmates. From there they will submit their work in Microsoft Word document onto Moodle before the due date/time. Papers must have MLA citations. Rubric for Group Discussions is on the last page of the syllabus Peer Evaluation will be given in the last week of classes, you may not change scores once they are given. Those who do not grade their peers will receive automatic 0's for score. Only turn in one document for the whole group with everyone's names on it that contributes.

CAREER PATH WRITING ASSIGNMENT (1 x 10%=10%)

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: 2-3 pages.**

CAREER PATH CHAT (8 x ~0.50%= 4%)

Career Path Chats help students with uncovering their career goals and prepare them for their future careers. They involve looking at jobs in areas they wish to live in, finding jobs they wish to attain, finding the skills necessary to acquire the position, building networks, resumes and timelines to achieve the position. This will help their Career Path Writing Assignment that is due at the end of the class. This will be graded on PASS/FAIL system of completion of what is being asked.

EXCEL TAKE HOME EXAMS (3 x ~1.67% ea. = 5%) - (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 2019 downloads, visit:

<https://www.microsoft.com/en-us/education/students/default.aspx>

When you are ready to begin, access, download, rename, and save the “Starting Sheet” and “Instructions” for each Excel assignment from the course Moodle site. Upon completion, submit your assignment on Moodle for evaluation. I will let you know whether you have successfully completed the assignment, or if corrections and/or revisions are necessary.

DISCUSSION PARTICIPATION (7 x 2%=14%): Ongoing

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

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 group 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 group.

“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>Organization and format</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 .</p>	<p>10%</p>
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<p>Content</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>40%</p>
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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%

<p>Grammar, Mechanics, Style</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>10%</p>
				<p>Total:</p>	<p>100%</p>

