

**BA 101A: BUSINESS FOUNDATIONS**  
**Linn-Benton Community College – Fall 2023**  
**Three Credits / IN-PERSON / CRN: 26651**  
**Instructor: Miles Dodge**

**Instructor:**  
Miles Dodge

**COURSE SCHEDULE:**  
Tuesdays & Thursdays: 12:30p-1:50p

**OFFICE HOURS:**  
Tuesdays 1:50 - 3:00 PM (in-person after class)  
Thursdays 5:00 - 6:00 PM (via Zoom)

**Email Address:**  
[dodgem@linnbenton.edu](mailto:dodgem@linnbenton.edu)

**Office Hours Locations:**  
CH 213 [via Zoom Link](#)

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

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

**Where to go for Tech Help:** [Student Help Desk](#)

## **COMMUNICATION**

**EMAIL POLICY:** Email & Office Hours are the best methods of communication. Emails need to be sent allowing for a reasonable expectation of time to respond, which I define as within two business days (a “business day” is considered Monday through Friday). In case you email me, please start your email subject line with “BA 101A Foundations”. Doing this will allow me to respond to you in a more timely manner.

### **EMAIL ETIQUETTE:**

- 1) Emails should always be sent in a [professional manner](#) (it may help to think of emailing a supervisor)
- 2) If you are asking a question about a certain assignment, please list the name of the assignment 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 “BA 101A Foundations” in the beginning of your email subject line.

\*Emails should always be professional and pertaining to the coursework. For personal matters, if your situation may interfere with your ability to participate in this class, you need to email contact Accessibility Resources’ [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with Accessibility Resources, please visit their website at [www.linnbenton.edu/accessibilityresources](http://www.linnbenton.edu/accessibilityresources) for steps on how to apply for services or call (541) 917-4789\*

# COURSE OVERVIEW

## **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:**

Examinations:	30% (3 x 10% each)
Quizzes	15% (15 x 1% each)
Team Assignments	20% (Assignments =7 x 2%=14%, Peer Evaluations = 6%)
Attendance & Engagement	16% (16 x 1%)
News Article Assignment:	15% (3 x 5% each)
Succeeding with Waymaker Quiz	1% (1 x 1%)
Syllabus Confirmation Quiz	1% (1 x 1%)
<u>End of Course Reflection</u>	<u>2% (1 x 2%)</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%

\*Grades round up from  $\_9.495$  (e.g.)  $69.495=C$   $69.490=D^*$

**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 Team peers. Since your peer evaluations count for 6% of your final grade for the Team 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.**

### **LATE ASSIGNMENTS, INCOMPLETES AND ATTENDANCE**

- Any assigned coursework with a fixed deadline that is not turned in on time may be reduced at least one letter grade. Assignments that are posted or turned in one week or more after the fixed deadline will earn a maximum of 70% credit. No assignments will be graded if turned in two weeks after the fixed deadline.
- “I” grades (incomplete) will not be granted.
- Attending class is an important part of doing well in this course, however there are unforeseen events in life that may inhibit a student from physically attending a class. A student who communicates in writing *before* missing a class that they need to miss said class, may be excused; this will be allowed for up to three classes for the entire course\*. The attendance & engagement grade will be adjusted accordingly (measured out of 13-15 total classes vs. the baseline amount of 16 classes).
  - A student who misses class without communicating in writing *before* said class, will be marked absent.
- **\*Students who do not show up for class the first week or do not complete the Week 1 assignments will be dropped from the class.**

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

1) Access to [Moodle](#), Linn-Benton Community College’s learning management system (LMS)

You can access this from the 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) The eTextbook for this course can be accessed [here](#).

3) \$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.

# **SUPPORT INFORMATION & RESOURCES**

## **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 1015 in our [Board Policies and Administrative Rules](#). Title II, Title IX (employee cases), & Section 504: Scott Rolan, Director of Human Resource Development and Support, CC-108, 541-917-4425; Title IX (student cases): Jill Childress, Manager for Student Conduct and Retention, WH-215, 541-917-4806, LBCC, Albany, Oregon. If you feel you have been discriminated against in any interaction at Linn-Benton Community College, or have been harassed by another person while at LBCC, or wish to report any concern or complaint, please navigate to this page to make a report: [linnbenton.edu/report-it](http://linnbenton.edu/report-it). This and additional information can be found at <https://www.linnbenton.edu/about-lbcc/administration/policies/equal-opportunity.php>.

## **Cultural Richness at LBCC**

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own, while also providing a safe, positive and nurturing learning environment. LBCC is committed to nurturing the development of culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

## **Request for Special Needs or 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 Accessibility Resources' [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with Accessibility Resources, please visit their website at [www.linnbenton.edu/accessibilityresources](http://www.linnbenton.edu/accessibilityresources) for steps on how to apply for services or call (541) 917-4789.

## **LBCC Learning Center**

**The Learning Center** provides free services designed to boost your college knowledge so that you can achieve the test scores, grades, and goals you want. Through the Learning Center, you can access [Tutoring](#), [Academic Coaching](#), the [Writing Center](#), [Math Support](#), the [Science Help Desk](#) and [English Language Support](#). [Visit the Learning Center website to learn more.](#)

### **Basic Needs Beyond the Classroom**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the **Roadrunner Resource Center** for support (resources@linnbenton.edu, or see www.linnbenton.edu/RRC under Student Support for Current Students). That office can help students get connected to resources to help. Notify the instructor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

### **The Writing Center**

An excellent resource available to students is the Writing Center, where they can get help organizing, developing and revising written assignments. The Writing Center offers one-on-one writing support for any student, in any class, and at any stage in the writing process. Writing Center services are available over Zoom, both on a drop-in basis and by appointment. Students can also submit work to the Online Writing Lab and receive written feedback via email. Go to [www.linnbenton.edu/writing-center](http://www.linnbenton.edu/writing-center) to learn more.

# COURSE SCHEDULE & ASSIGNMENTS

## DUE DATES:

**Thursdays: Exam #1**

**Tuesdays: Exam #2, Final Exam**

**Fridays: Quizzes, Team Assignments, News Articles & Peer Evaluation**

**DUE TIMES: 11:55 pm PST**

## **COURSE PROGRESSION & IMPORTANT DATES:**

1. Week 1: Course orientation & introductions and Role of Business
  - a. Readings
  - b. **3 Quizzes**
  - c. **NO IN-PERSON CLASS 9/28: Watch “VIDEO: Lecture Role of Business”**
2. Week 2: Teamwork and Communication & Economic Environment
  - a. Readings
  - b. **2 Quizzes**
  - c. **Team Assignment (Team Contract and Functional Areas of Business)**
3. Week 3: Global Environment & Financial Markets and Systems
  - a. Readings
  - b. **2 Quizzes**
  - c. **Team Assignment (The Most Powerful Person in the World)**
4. Week 4: Exam #1 Review & Exam #1
  - a. Exam Review
  - b. **Midterm Exam #1 (10/19)**
    - i. **NO IN-PERSON CLASS 10/19 DUE TO ONLINE EXAM**
  - c. **News Article #1**
5. Week 5: Legal Environment & Business Ethics and Corporate Social Responsibility
  - a. Readings
  - b. **2 Quizzes**
  - c. **Team Assignment (Corporate Social Responsibility)**
6. Week 6: Business Ownership & Entrepreneurship
  - a. Readings
  - b. **2 Quizzes**
  - c. **Team Assignment (Today's Hottest Entrepreneurs)**
7. Week 7: Management & Exam #2 Review
  - a. Readings
  - b. Exam Review
  - c. **1 Quiz**
8. Week 8: **Exam #2** & Managing Processes
  - a. **News Article #2**
  - b. **1 Quiz**

- c. **Team Assignment: How Things are Made**
  - d. **Midterm Exam #2 (11/14)**
    - i. **NO IN-PERSON CLASS 11/14 DUE TO ONLINE EXAM**
9. Week 9: Marketing Function & Human Resources
- a. Readings
  - b. **2 Quizzes**
  - c. **Team Assignment: Are Interviews a Waste of Time?**
  - d. **NO CLASS 11/23 (Thanksgiving)**
10. Week 10: Accounting and Finance & Technology to Manage Business Information
- a. Readings
  - b. Exam Review
  - c. **News Article #3**
  - d. **2 Quizzes**
  - e. **END OF COURSE REFLECTION**
  - f. **PEER EVALUATION**
11. Finals Week
- a. **Tuesday 12/5: Final Exam #3**
    - i. **NO IN-PERSON CLASS 12/5 DUE TO ONLINE EXAM**

### **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 just a few TRUE/FALSE & Multiple Choice Questions. If you do not take the quiz by the due date/time. You will not receive credit. If you take the quiz before the due date/time, and miss questions, you can work with your instructor to confirm understanding to gain the missed points back.

### **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 just a few TRUE/FALSE & Multiple Choice Questions. If you do not take the quiz by the due date/time. You will not receive credit. If you take the quiz before the due date/time, and miss questions, you can work with your instructor to confirm understanding to gain the missed points back.

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

Two midterm exams and a final exam will be administered during the course. Each exam will consist of 30 multiple-choice and/or true-false questions over the assigned chapters. Each exam will cover 5 eBook/Study Plans prior. **If you cannot take an exam on the scheduled date/time, you should inform me before 12:00 AM on the exam date, 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. 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. You will have 2 attempts on every quiz and keep the highest score. All registered students have automatic access to Moodle. Contact the 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. You may lose quiz attempts if you have multiple tabs open or by leaving the screen, this will crash your quiz by preventing academic integrity (cheating). The Succeeding with Waymaker section helps you prevent quizzes closing, there is only one way to get a quiz attempt reopened and that is a screenshot proving something outside your control stopped your quiz submission. Technical issues that can be prevented do not count to have quizzes reopened. If it happens once, you may get 1 extra attempt based on the screenshot. After that, you need to contact the [LBCC Student Help Desk](#).

### **TEAM ASSIGNMENTS (2 components: 14%-Assignment, 6%-Peer Evaluation):**

Starting Week 2 you will put yourselves in Teams of 2-3 and do Team 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 Team Discussions is on the last pages 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 Team with everyone's names on it that contributes. **The written assignments rubric will be used to grade these assignments.**

### **NEWS ARTICLE ASSIGNMENTS (3 x 5% ea. = 15%)**

The use of identifying trends and having informational awareness is critical to getting a competitive edge in any industry. This can be beneficial to employees in every area of specialization (Operations, Marketing, Management, Human Resources, IT, Production, Finance, & Accounting) who are expected to have identified current ideologies to communicate effectively in a business environment. **News articles can NOT be any older than two weeks old, 14 days from date submitted.** You will pick one of the following topics you are interested in exploring from the chapters we cover in this course:

Role of Business	Corporate Social	Managing Processes
Economic Environment	Responsibility	Marketing Function
Global Environment	Business Ownership	Human Resources
Financial Markets & System	Entrepreneurship	Accounting & Finance
Legal Environment	Management	Information Technology
Business Ethics		

Put a URL hyperlink to your news article, and explain how it relates to the topics we covered in the course before your posting date. A lot of people have difficulty finding valid articles, [here is a website](#)



[with techniques to help you](#). You may begin to do these assignments after Week 3 and must complete each one before the due date/time.

**The written assignments rubric will be used to grade these assignments.**

### **ATTENDANCE & ENGAGEMENT (16 x 1%=16%)**

Attendance & engagement is assessed by being present and engaged in the in-person class session. Presence will be assessed by a physical sign-in roll sheet that you will need to sign for each class. Engagement will be assessed by you meeting expectations outlined in the [college's student rights, responsibilities and conduct](#).

Being present and engaged for an entire class will result in full credit for the class in question.

Not being present or not being engaged (assessed by not meeting expectations outlined in the [college's student rights, responsibilities and conduct](#)) will result in no credit for the class in question.

**Missing six classes 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.**

### **END OF COURSE REFLECTION (1 x 2%=2%)**

Within 200-500 words please:

- 1) Describe something you learned in this course that challenged or changed the perspective you had before the course started.
- 2) Describe a specific concept you learned in this course that you can apply to your future plans and/or career.

If you choose to submit a video reflection instead, the length of the video must be between 2-4 minutes and answer the same questions above.

**The end of course reflection rubric will be used to grade these assignments.**

# RUBRICS

## 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
<b>Organization and format</b>	<p><b>40% (4 points)</b> 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><b>60% (6 points)</b> 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><b>80% (8 points)</b> 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><b>100% (10 points)</b> 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>	<b>10%</b>

<p><b>Content</b></p>	<p><b>62.5% (25 points)</b>  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><b>75% (30 points)</b>  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><b>87.5% (35 points)</b>  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><b>100% (40 points)</b>  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><b>40%</b></p>
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<b>Criteria</b>	<b>Inadequate=D (Below standard)</b>	<b>Minimal=C (Does not meet all standards)</b>	<b>Adequate=B (Meets standards)</b>	<b>Exemplary=A (Far exceeds requirements)</b>	<b>Weight</b>
<b>Development – Critical Thinking</b>	<b>62.5% (25 points)</b> 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.	<b>75% (30 points)</b> 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.	<b>87.5% (35 points)</b> 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.	<b>100% (40 points)</b> 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.	<b>40%</b>

<p><b>Grammar, Mechanics, Style</b></p>	<p><b>40% (4 points)</b>  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><b>60% (6 points)</b>  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><b>80% (8 points)</b>  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><b>100% (10 points)</b>  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><b>10%</b></p>
				<p><b>Total:</b></p>	<p><b>100%</b></p>

END OF COURSE REFLECTION RUBRIC

Was the submission 200-500 words? (Video submissions must be between 2-4 minutes)	.4%
Was something they learned in the course that challenged or changed their perspective identified?	.4%
Did they explain how their perspective was challenged or changed?	.4%
Was a specific concept they learned in the course they can apply to a future plan and/or career identified?	.4%
Did they explain how a specific concept they learned can apply to their future plans and/or career?	.4%
<b>Total</b>	<b>2%</b>