



BADM-103: INTRODUCTION TO BUSINESS

Also listed as: BADM-103H

Effective Term

Fall 2024

BOT Approval Date

05/11/2023

Discipline

BADM - Business Administration

Course Number

103

Course Title

Introduction to Business

Short Title

Intro to Business

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Attach VPAT

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Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

BADM-103H

C-ID (Admin Only)

C-ID BUS 110

CB 00

CCC000513281

Course Title

Honors Introduction to Business

Approved Cal-GETC Area

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID BUS 110

Catalog Description

This course is an introduction to business in a setting where U.S. companies operate in a constantly changing global business environment. Students completing the course should be capable of analyzing businesses of various sizes, organizations and ownership forms, understanding business ethics and social responsibility in global markets, analyzing the economic challenges facing businesses, understanding global competitive methodologies, and understanding domestic and international labor-management relations issues and the use of technology and information in business.

Codes

TOP Code (CB 03)

0501.00* - *Business and Commerce, General

CIP Code

52.0201 - Business Administration and Management, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective
1. Analyze and compare business operations in a global setting.
2. Discuss the issues of ethics, social responsibility and globalization.
3. Develop the basic skills of business research, problem solving, and decision-making.
4. Develop the basic skills necessary to begin development of a business plan.
5. Evaluate personal strengths, weaknesses and their adaptability to a business environment.
6. Analyze production and operations management processes.
7. Examine the economic and financial challenges of business.
8. Examine issues related to racial/cultural diversity in the global business environment.

Honors Objectives

1. Assemble information and synthesize ideas from business professionals and analysts on how they interpret and use financial and economic information.
2. Discover, with other students, the use and effectiveness of financial analysis.
3. Analyze the formal and informal analytical techniques currently used by business professionals and evaluate their usefulness.
4. Develop innovative solutions to improve current business practices and performances in a diverse global business environment.
5. Formulate a conclusive recommendation based upon research findings of a business scenario.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will write a short- answer defining the function and components of a business plan.
2. Students will explain ethics and ethical behavior and then demonstrate the major ways companies can promote ethics in their workplace.
3. Students will analyze and explain the economic challenges faced by companies in a global environment.

Program Learning Outcomes

Learning Outcome
1. Communicate effectively through appropriate modes of communication (listening, speaking, reading, writing) as they pertain to the business environment with emphasis on the use of computer technology.
2. Identify and solve business problems, assess results, and determine alternative courses of action.
3. Students will analyze data to determine relevant information needed to produce reports, visual presentations, and other business documents.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

A. Business in a global environment

1. The framework of contemporary business
 - a. The Private Enterprise Systems
 - b. Eras in the History of Business
 - c. The 21st-Century Manager
2. Business ethics and social responsibility
 - a. The Contemporary Ethical Environment
 - b. How Organizations Shape Ethical Conduct
 - c. Acting Responsibly to Satisfy Society
 - d. How racial and cultural diversity shapes the business environment.
3. Economic challenges facing business
 - a. Microeconomics and Macroeconomics
 - b. Evaluating Economic Performance
 - c. Managing the Economy's Performance
4. Competing in global markets
 - a. Measuring Trade Between Nations
 - b. Barriers to International Trade
 - c. Developing a Strategy to International Business

B. Starting and growing your business

1. Organizing small and large businesses
 - a. Contributions of Small Business to the Economy
 - b. The Business Plan: A Foundation for Success
 - c. Forms of Business Ownership
2. Business ownership vs. entrepreneurship
 - a. The Environment for Entrepreneurs
 - b. Starting a New Venture
 - c. Intrapreneurship

C. Management

1. Management and leadership within the organization
 - a. What is Management?
 - b. Managers as Leaders
 - c. Corporate Culture and Racial Diversity
 - d. Organizational Structures
2. Production and operations management
 - a. The Strategic Importance of Production
 - b. The Job of Production Managers
 - c. Importance of Quality

D. Human relations

1. Human resource management and labor relations
 - a. Human Resources: The People Behind the People
 - b. Motivating Employees
 - c. Labor-Management Relations
 - d. Managing Cultural and Racial Diversity.
2. Improving performance through empowerment, teamwork and communication
 - a. Empowering Employees
 - b. Teams
 - c. The Importance of Effective Communication
 - d. Embracing Racial and Cultural Diversity through Empowerment and Communication.

E. Marketing

1. Customer-driven marketing
 - a. Evolution of the Marketing Concept
 - b. Developing a Marketing Strategy
 - c. Relationship Marketing
2. Product selection and distribution channels
 - a. Product Strategy
 - b. Distribution Strategy
3. Promotion and pricing
 - a. Integrated Marketing Communications
 - b. Pricing Strategies

F. Technology and information

1. Using technology to manage information
 - a. Data, Information, and Information Systems
 - b. Computer Networks
 - c. Security and Ethical Issues Affecting Information Systems
2. E-Business: Doing business on-line
 - a. Trends in E-Business

G. Managing financial resources

1. Understanding accounting and financial statements
 - a. The Accounting System
 - b. Financial Statements
 - c. Budgeting
2. Financial management and institutions
 - a. Financial Planning
 - b. Sources of Funds and Capital Structure
 - c. Mergers, Acquisitions, Buyouts, and Divestitures
3. Financing and investing through securities
 - a. Understanding the Financial System
 - b. Financial Markets
 - c. Financial Institutions
 - d. The Role of the Federal Reserve System

Honors Content

The Honors section will examine the regular section content more deeply and with greater complexity. In addition, supplemental topics could include:

- A. Business Analysis Techniques
 1. Define Business Analysis
 2. SWOT Analysis

- 3. MOST Analysis
- 4. PESTLE Analysis
- B. Business Intelligence Tools
 - 1. Define Business Intelligence Tools
 - 2. Importance of these tools
 - 3. Current tools being used
- C. Improving Business Performance
 - 1. Marketing techniques
 - 2. Management techniques
 - 3. Operational techniques

Methods of Instruction

Method

Film/video Viewing and Discussion

Integration

Presentation of videos, media, or other online material will be used to illustrate and encourage class discussion and participation on selected topics covered in the course objectives. For example, videos will be presented showing racially and culturally diverse corporate environments, so students can compare and contrast the cultures in the business environments. All video or multimedia will meet accessibility requirements, such as accessible and downloadable slide presentations and PDFs.

DE Adaptations for MOI

Presentation of videos, media, or other online material will be used to illustrate and encourage class discussion and participation on selected topics covered in the course objectives. For example, videos will be presented showing racially and culturally diverse corporate environments, so students can compare and contrast the cultures in the business environments. This will be accomplished by posting the videos and related assignment information in the assignment area of the CMS through regular use of the discussion area, chat, conversations, or other group features. All videos or multimedia will meet accessibility requirements. All videos or multimedia will meet accessibility requirements, such as accessible and downloadable slide presentations and PDFs.

Method

Discussion

Integration

In class discussions (whole -class or small-group) will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss ethically and socially responsible marketing methods and the effectiveness of marketing methods in diverse global business environments. Additionally, discussion will provide opportunities to exchange ideas and validate understanding of professional responsibility, ethical standards, and racial/cultural diversity effects on performance evaluation of responsibility centers and individual in the organization. The instructor will participate in the small group or class discussions and respond to student questions as needed.

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In class discussions (whole -class or small-group) will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss ethically and socially marketing methods and the effectiveness of marketing methods in diverse global business environments. Additionally, discussion will provide opportunities to exchange ideas and validate understanding of professional responsibility, ethical standards, and racial/cultural diversity effects on performance evaluation of responsibility centers and individual in the organization. The discussions will be accomplished through the regular use of the discussions in the CMS; or through the chat, conversations, or group features within the CMS. The instructor will participate in discussions and respond to student questions in the CMS as needed.

Method

Lecture

Integration

The lecture will present further explanation on global business events and case studies; to include the racial and culturally diverse business environment, the business challenge, the human resource role, the marketing element, and financial implications. Lectures will provide information and examples for students to critically interpret and respond to global business situations and needs, including inherent inequities and biases. The use of handouts, PowerPoint presentations, and media/videos and other written materials will be used.

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The lecture will present further explanation on global business events and case studies; to include the racial and culturally diverse business environment, the business challenge, the human resource role, the marketing element, and financial implications. Lectures will provide information and examples for students to critically interpret and respond to global business situations and needs, including inherent inequities and biases. The use of handouts, PowerPoint presentations, and media/videos and other written materials will be used and through asynchronous video lectures using accessible video conferencing will be used through the CMS.

Additional Methods of Instruction for Honors

Honors students will meet with the instructor on a regular basis (minimum of 3 times during the semester) to discuss their Honors projects and issues pertinent to their Honors experience. Meetings may include but not limited to small groups or individual meetings with the instructor.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams and quizzes will be conducted on class lecture material, key terms and definitions, case studies, and textbook reading assignments to measure the student's retention of the components of the course objectives. Subject matter will include business financial statements, creation and usefulness of a business plan, corporate culture, racial and cultural diversity, the economic environment, global business environment, and the role of marketing in business.

DE Adaptations for MOE

Exams and quizzes will be conducted on class lecture material, key terms and definitions, case studies, and textbook reading assignments to measure the student's retention of the components of the course objectives. Subject matter will include business financial statements, creation and usefulness of a business plan, corporate culture, racial and cultural diversity, the economic environment, global business environment, and the role of marketing in business. The testing criteria will be multiple-choice, true/false, or short answer questions and will be graded using the online grading system within the CMS. Feedback will be provided based on the instructor's grading feedback policy via the grade book, chat, or other accessible video conferencing tools.

Method

Homework

Integration

Students will complete homework assignments, such as defining a strategic alliance, describing the marketing mix, explaining business ethics, identifying the challenges of operating in a racially and culturally diverse global environment, and explaining a SWOT analysis. Students will be evaluated on their ability to assess the questions and their successful application of the course material in their responses. Homework will be evaluated on accuracy and completeness.

DE Adaptations for MOE

Students will complete homework assignments, such as defining a strategic alliance, describing the marketing mix, explaining business ethics, identifying the challenges of operating in a racially and culturally diverse global environment, and explaining a SWOT analysis. Students will be evaluated on their ability to assess the questions and their successful application of the course material in their responses. Homework will be evaluated on accuracy and completeness. Questions will be posted in the assignment or discussion areas in the CMS. Student will upload completed assignments by submitting them to the assignments or discussion areas in the CMS for instructor review and grading. Feedback will be provided based on the instructor's grading feedback policy via tools in the CMS such as the grade book, chat, or other accessible video conferencing software.

Method

Group Projects

Integration

Students will participate in group projects or discussions that examine and evaluate current trends in the global business environment. Topics will include racially and culturally diverse corporate environments, human resource functions, communication techniques for internal and external stakeholders, and marketing strategies. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses supported by learned concepts and theories.

DE Adaptations for MOE

Students will participate in group projects or discussions that examine and evaluate current trends in the global business environment. Topics will include racially and culturally diverse corporate environments, human resource functions, communication techniques for internal and external stakeholders, and marketing strategies. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses supported by learned concepts and theories. Instructions for completing the project will be posted in the assignments or group discussions area in the CMS. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses supported by learned concepts and theories. Finished projects will be posted within the group discussion area in the CMS, or presented via other conversations features such as Zoom. Instructor feedback will be provided within one week of the due date via the CMS grade book, chat, or other accessible conferencing tools.

Evaluation of Honors assignments

In addition to being evaluated according to the requirements and criteria of the regular course, Honors students will be evaluated on the supplemental assignments. The instructor will provide the Honors students with a grading rubric along with the assignment instructions.

At a minimum:

Written reports will be evaluated on the depth of research and analysis, level of topic comprehension, utilization of sources, and proper English grammar and mechanics.

Oral presentations will be evaluated based on depth of research and analysis, level of topic comprehension, and utilization of visual aids.

Calculations of market, economic and financial data will be evaluated on the depth of research and analysis, level of topic comprehension, accuracy and presentation.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read and analyze the Case Study 4 in Chapter 4 of the textbook (It's a Family Affair at SC Johnson). This is a private company competing with large public companies but still holding on to a competitive advantage. Answer the three questions at the end of the reading.

1. SC Johnson has a long history of developing consumer and household products. How has research and development enabled the company to develop new products that are consumer safe and environmentally friendly?

2. SC Johnson competes with Unilever, Procter & Gamble, and other large corporations that have stockholders and yet, SC Johnson has chosen to remain a private, family business. What are the advantages of management's decision to remain private? Are there disadvantages of this type of private ownership?

3. Back in 1886, Samuel Curtis Johnson started a small business; today that business is a large, successful private corporation. How does being private impact customers, employees, and a racially and culturally diverse environment?

How assignment will be adapted in online format

In class be prepared to share your findings in a small group setting. Then be prepared to share your groups findings with the class. Read and analyze the Case Study 4 in Chapter 4 of the textbook (It's a Family Affair at SC Johnson). This is a private company competing with large public companies but still holding on to a competitive advantage. Answer the three questions at the end of the reading.

1. SC Johnson has a long history of developing consumer and household products. How has research and development enabled the company to develop new products that are consumer safe and environmentally friendly?

2. SC Johnson competes with Unilever, Procter & Gamble, and other large corporations that have stockholders and yet, SC Johnson has chosen to remain a private, family business. What are the advantages of management's decision to remain private? Are there disadvantages of this type of private ownership?

3. Back in 1886, Samuel Curtis Johnson started a small business; today that business is a large, successful private corporation. How does being private impact customers, employees, and a racially and culturally diverse environment?

Each group will use the small group discussion area of the CMS to communicate. This will be assessed using the instructor created rubric. Feedback will be provided based on the instructor's grading feedback policy via tools in the CMS such as the grade book, chat, or other accessible video conferencing software.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a two-page self-evaluation appraising your growth during this course. Include evaluating your overall performance and comprehension of the course objectives. Also, elaborate on your skillset growth in ethical standards and personal biases. Finally, include three skills you intend to develop in your self-evaluation and a plan to do so.

How assignment will be adapted in online format

Write a two-page self-evaluation appraising your growth during this course. Include evaluating your overall performance and comprehension of the course objectives. Also, elaborate on your skillset growth in ethical standards and personal biases. Finally, include three skills you intend to develop in your self-evaluation and a plan to do so. Upload the completed assignment into the CMS. The instructor will evaluate and provide personalized feedback 1 week after the due date in the CMS grading area.

Honors Assignments**Assignment**

1. Honors students will complete all of the assignments from the non-honors BADM 103 section. And in addition they will have to complete either Assignment 2 or Assignment 3, as well as one assignment from assignments 4, 5, and 6.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This assignment has students completing all the materials in the course and specialty assignments for Honors students.

Assignment

2. Develop a presentation to the class on any topic discussed in class. Present this lecture, demonstration, group exercise, etc. to the class. For example, research recent ethical issues that have transformed business practices and their long-term ramifications. Oral presentation (6-8 slides) must be accompanied by a written report (6-8 pages in the main body using MLA format).

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This assignment provides students an opportunity to dive deeper into a course objective that interests them.

Assignment

3. Interview a minimum of 3 individuals in appropriate business professions about their respective markets, challenges, practices, methods of data analysis, and domestic and global business strategies. Summarize findings in a written report (8-12 pages in the main body using MLA format), including assumptions and conclusions. Consider the ethical and confidential implications inherent in this project.

Required or Optional

Required

Honors Core ValuesAcademic Rigor and Research
Engagement**Justify how the assignment reflects the Academic Rigor and Research Core Value**

This assignment promotes focusing on the management and operational challenges of existing businesses. In the interview process students will learn the challenges of an operational business.

Justify how the assignment reflects the Engagement Core Value

During the interview process the student is engaged with the business professionals through the discussion.

Assignment

4. Explore a SWOT analysis in more depth. For example, students can choose a company then research and create in in-depth SWOT analysis. Create a presentation to share with the class. After or during the presentation engage the class discussion.

Required or Optional

Optional

Honors Core ValuesAcademic Rigor and Research
Engagement**Justify how the assignment reflects the Academic Rigor and Research Core Value**

This assignment will have student apply the SWOT analysis to an actual business. Additionally student will take a deeper dive into each component.

Justify how the assignment reflects the Engagement Core Value

The presentation and discussion has the student engage with classmates to discussion the analysis.

Assignment

5. Create a service learning project in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local non-profit organization for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to the non-profit industry. During the volunteer experience students should focus on the culture of the organization, management styles used, operational practices, and the relationship between the employees and customers. Students will submit a 3-5 page reflection paper along with a log of their hours signed by an employee of the institution where they

are volunteering. Students may wish to share the content of their reflection with the institution where they volunteered in the form of a lecture or presentation.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will work in business organization and observe and practice concepts learned in the course.

Assignment

6. Explore corporate culture in more depth. For example, compare and contrast the Code of Conduct of Code of Ethics of two companies in the same industry. Create a presentation to share with the class.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

This assignment will have students dive deeper into an existing company's corporate culture.

Justify how the assignment reflects the Engagement Core Value

The presentation and discussion has the student engage with classmates to discussion the analysis.

Course Materials**Textbooks**

Pride, W., Hughes, R., Kapoor, J. (2021). Foundations of Business, 7th Cengage Learning. ISBN: 9780357717943

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Diversity and inclusion are infused throughout the course to create opportunities for students to develop new skills while acknowledging and honoring their existing knowledge base. For example:

- Learning objectives includes examining issues related to racial/cultural diversity and potential inequities and bias in regards to performance evaluation of responsibility centers and individuals in the organization.
- Course content moves the studying of performance evaluations by incorporating the effects and results of diversity, inclusion and equity have on evaluations of responsibility centers and individuals in the organization.
- Instruction includes discussion that incorporates a learning environment that allows all students to feel safe expressing their views and being respected as individuals and members of a group while discussing deferring views on management styles, professional responsibility, ethical standards and racial/cultural diversity.

• Assignments area includes an assignment providing an opportunity for students to research companies embedding diversity and inclusion in their evaluation practices. Furthermore, a focal point of the assignment is the studying of potential inequities and bias in the organization if diverse voices are not allowed to “speak up.”

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Through a variety of teaching methods and materials, the course has been contextualized for diverse learners promoting an equitable course. For example:

- Assignments have been made more equitable by infusing flexibility and variety. For example, students have the flexibility to research a variety of real-life companies, including minority or women owned companies, to study the effects of diversity on performance evaluation of responsibility centers and individuals in the organization. Flexibility and variety allow students to show what they have learned regardless of their academic strengths, background or familiarity with a particular assignment type. Additionally, the greater diversity of content promotes an equitable course.
- Course content has been designed with equity in mind to ensure that all students have optimal conditions and opportunities to demonstrate their learning. First, content will be delivered in a variety of methods, including but not limited to, class or small group discussions, lecture, and audio-visual materials. Additionally, content will include videos, blogs, slide presentations, accessible and downloadable PDFs, and a variety of websites that feature real-life examples reflecting diverse viewpoints and backgrounds. Infusing variety promotes an equitable course by allowing students to work with their unique scheduling, technological, and personal needs, breaking barriers to access.
- Evaluation methods in the course are designed to promote an equity by incorporating variety in the types of assessments. For example, exams/texts will include multiple-choice, short-answer and/or essay questions. Papers will be evaluated based on the student’s ability to incorporate information from the course material, allowing students to show what they have learned regardless of their academic strengths, background or familiarity with a particular assignment type.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses during synchronous discussions and a separate discussion area in the CMS will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and provided a business case study that is losing market share. The groups will be asked to explain three marketing strategies that could help the company regain market share. Then, each group will report out to the class their group’s findings. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialog in the small group or accessible video conferencing software breakout rooms whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur in person or virtually using the CMS to promote student learning and satisfaction. First, the instructor will send a pre-course announcement letter to students so that they feel welcomed to the class and learn a little more about the objectives in this business course. The goal of the pre-course announcement is to set an inviting and collaborate tone for future interactions. The instructor will send frequent announcements to offer instruction, comfort and encouragement. In-class announcements or through the CMS will be used by the instructor to consistently communicate with students, keep them abreast of new developments in the course and/or the accounting profession, and to summarize key concepts of previous lectures. The instructor will participate in discussion forums and respond to students’ threads, as needed. The level of interaction will be dictated by the content and student’s needs. The instructor will provide timely and constructive and personalized feedback on assignments, such as the two-page self-evaluation writing assignment. Online or telephone student hours and one-on-one mentoring for individual learners who desire extra support will be provided in order for them to understand critical content, such as the effects of racial/cultural diversity on performance evaluations of responsibility centers and individual organizations. In the classroom, high-impact strategies for active learning will be incorporated to instructor-to-student interactions. For example, instructor will use discussions to interact with students asking them to discuss a company’s social marketing program. Instructor will encourage students to make connections between course concepts and their application to real-life companies (public, private or non-profit), including minority or women owned companies.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities strategies both in the classroom and online that promotes students’ active participation. Active learning activities will include but are not limited to hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. Each student is given a company and requested to provide a SWOT analysis based on the textbook and course content. Each student presents their analysis to the small group accessible video conferencing software breakout rooms. Instructions will be provided through the CMS.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. In addition, each week, students will be requested to complete a reflective journal assignment related to particular learning material. For example, taking time to sit back and think about the material you are learning and how you may want to utilize the material in the workplace and increase your business communication skills is very important to your growth and effectiveness as team member. Then, write a one-page reflection on how you plan to identify your weaknesses and strengths as a member of an organization. The final reflection activity will request students to read through all weekly reflections, paying close attention to how the content in theories, systems, and processes acquired to write a one-page final reflection highlighting how the student will apply learned skills.

Key: 417