

Florida Southern College
Barney Barnett School of Business and Free Enterprise
BUS 1115-LC2 The Dynamics of Business and Free Enterprise

Course Schedule:

Days: Mon/Fri

Time: 11:40 am to 1:25 pm

Classroom: BBB205

Office Hours:

Mon/Fri: 10:00 am to 11:30 pm Wed/Thu: By appointment

Contact Information:

Name: Dr. Elizabeth Krause Office #: 332 E-mail: ekrause@flsouthern.edu Phone: 727.692.7020

Course Description: Four hours. An interdisciplinary survey course designed for taking a first look at the dynamics of business and free enterprise. Ethical values, collaboration, and leadership are emphasized, and issues of work, careers, and the essentials for success in life are explored. Through an integrated and competitive entrepreneurial project, students discover how business makes a positive and consequential impact on society. This course is designed for first-year students.

Mission of Barney Barnett School of Business & Free Enterprise

We educate and inspire leaders to have a positive, consequential impact by fostering an entrepreneurial mindset in teaching business disciplines through highly engaged, experiential practices.

Course Student Learning Outcomes:

Students will be able to:

- Explain how the disciplines of marketing, economics, finance, management, accounting, free enterprise, health care, sports management, and business law are integrated in today's business environment.
- Apply business concepts to develop a business plan.
- Present the completed business plan as part of a class-wide competition.
- Demonstrate critical thinking, problem-solving, and business strategic thinking through collaborative activities and self-assessments.
- Demonstrate effective written and oral communication skills.

Additional Learning Outcomes in collaboration with BUS2860 Professional Development/Internships:

- Identify personal strengths, interests, values, and skills as they relate to team dynamics and career development.
- Produce a cover letter, resume, and interview dialogue that effectively highlight transferable skills and personal strengths to a potential employer.
- Construct a personal brand characterized by professionalism in written/verbal communication/online identity.
- Develop and practice effective networking and pitch strategies.
- Design a digital platform that captures academic/leadership accomplishments and relevant skills/experience as they relate to the target industry.
- Analyze internship and career opportunities to secure placement for the experiential education component of degree requirements.

Canvas: Canvas will be used for group collaboration and to access course materials and the gradebook. To access Canvas, you must set up your single sign-on account at FSC. If you did not receive an email about setting up your single sign-on account, Rinker Technology Center can assist. Contact the Help Desk at 863.616.6426 or through email at: ishelp@flsouthern.edu.

Presentations: PowerPoint or Canva will be used to enhance learning and discussion in class. We may also use apps such as Kahoot, GroupMe, and Nearpod.

Recommended Text:

Falcon, S. (2024). *From Ideas to Impact: Exploring Business Design Thinking*. Kendall Hunt. ISBN 9798385112982.

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Evaluation: Thirty-five percent of the grade is driven by your engagement as a team member in the brainstorming, development, and presentation of a semester-long business plan project. The balance of the grade is based on your class attendance, class participation, and assignments.

Course Component	Percent of Grade
Assignments/Activities	50%
BUSINESS PLAN (TOTAL)	40%
<ul style="list-style-type: none"> • Business Plan Draft: 5 Percent • Final Business Plan: 15 Percent • Team Effort/Presentation Performance: 15 percent <ul style="list-style-type: none"> Self-Evaluation (1 percent) Peer Evaluation (9 percent) Team's Overall Performance (5 percent) 	
Class Attendance and Class Participation	10%
TOTAL	100%

Grading Scale:

At least 90% of total points	A	Excellent
At least 80% of total points	B	Good
At least 70% of total points	C	Satisfactory
At least 60% of total points	D	Deficient
Less than 60% of total points	F	Failing

Engaged Learning Plan: Engaged Learning includes online assignments, individual in-class interaction, and small team classroom-based breakout sessions to evaluate a business situation presented in a case format. Refer to the Academic and Engaged Weekly Planned Activities information in Canvas.

- **Assignments/Activities:** Throughout the semester, students will complete a series of assignments and in-class activities designed to reinforce course concepts and encourage active learning. These may include case discussions, group exercises, short presentations, reflections on campus or community events, and other applied learning opportunities. Because these activities are tied to the classroom experience, they cannot be made up if missed and contribute directly to your overall course grade.
- **Out-of-Class Activity Participation:** Will involve your observation and active listening in person. You are responsible for taking notes of the key points observed. There will be no make-up opportunities. You will be asked to attend either the Downtown Lakeland First Friday Event (Friday, September 5th) or the Lakeland Downtown Farmer's Market (Saturday, September 6th) to observe small businesses in action. **Your attendance is required; therefore, please make sure you plan accordingly.**
- **Semester Long Project: Business Plan Competition:** The **Business Plan** is a semester-long group project in which you will apply concepts you have learned this semester to develop a business plan for a new business of your choice (pending your professor's review and approval). Once you have brainstormed business ideas, you will work on the business plan details (organizational structure, legal issues, marketing, and financial). Each team will then pitch their business ideas in a "Shark Tank" style format to a panel of judges and compete for the best business plan. **The three top competitors will receive a cash prize:**
 - 1st Place: \$150.00/each team member
 - 2nd Place: \$100.00/each team member
 - 3rd Place: \$50.00/each team member

Additionally, the John T. Hardin Ready to Launch award will be awarded to the team of finalists determined by the judges to be closest to bringing their new venture to market.

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The Judges will be local business owners assessing the thoroughness of the business plan content, the quality and professionalism of the presentation, the business idea's uniqueness/innovation, and its potential scalability.

The **Business Plan Self & Peer Evaluation** will be completed after the Business Plan competition. You will evaluate your performance as well as your peers for categories such as leadership, communication skills, timely and quality delivery of materials, etc. The **Team Performance Evaluation** will be completed by BUS1115 professors based on the Shark Tank Presentation Rubric.

Monitor Progress/Manage Responsibilities: Students are responsible for monitoring their progress and for recognizing when they need additional help. I am available to assist you, as well as our student mentors. Students are expected to schedule an appointment with me by email.

Lecture/Note-taking: The method of instruction is via *lecture* supplemented at times by PowerPoint presentations and engaged learning activities. Please note that the *lecture* method places great demand on your ability to listen carefully and take notes that are accurate and complete.

Business Class Etiquette/Protocol: Studies by Harvard, The Carnegie Foundation, and Stanford Research Institute point out that only 15% of the reason a job candidate is hired/selected is based on the technical skills and knowledge possessed at the time of the job interview. The other 85% of the decision to hire is based on the candidate's interpersonal skills. Therefore, we will begin that journey to success in today's competitive business world right here in our classroom. We will learn/practice the art of treating colleagues and customers alike with the utmost courtesy and respect by following some simple rules of engagement:

- **Professionally address the professor.** Whether the communication is in person or via electronic media (email/text messaging), the way you address your professor communicates something both about you and about the person you're emailing, so it needs attention. Your email requires a formal salutation and recognition of the professor's professional status. Preparing a well-constructed email shows professors not only that you took time to compose a proper message but also that you are respectful of their time. Please reference https://www.scribendi.com/advice/how_to_email_a_professor.en.html for helpful tips.
- **Be on time and stay for the entire class.** Simply put, it is disrespectful and disruptive to be late. When students come to class late, it can be distracting to us and other students. There might be an instance or two that you are late, which should be explained to us when or if it happens, **ideally before the class (phone call or text)**. Also, if you happen to arrive late, it is best to take the first open seat available rather than a seat at the other end of the classroom. **Leaving early** is very similar to coming to class late. As it can be distracting to come into class late, it is also very distracting to get up and leave before the class is over. However, if there is a special circumstance, let us know **before class** so I can adjust the lecture or anticipate your departure and minimize distraction. **Again, this should be a rare occurrence.**
- **Be an engaged Learner and stay on task.** Students can converse before the class begins. However, once I start class, **all side conversations should end**. Throughout class, if you fail to hear something I may have explained, please ask me by raising your hand, but **DO NOT** get into a conversation with a nearby classmate, for it is very distracting and disrespectful towards me and your classmates.

Electronic Devices (i.e., Laptops/tablets, etc.). I **DO NOT** allow the use of electronic devices during lectures because I find electronic devices to be highly distracting to you and the students around you. Laptops should be brought to class for use **ONLY** when instructed by the professor.

- **Turn off your cell phone.** It is best to **turn off your phone** during class to avoid disrupting the lecture. If you cannot turn it off, it should be set to silent/vibrate so that it does not make *any* sound during the class, which would disrupt the entire class. Also, you should **NEVER** answer a phone call during class. In *rare* circumstances where you may need to take an important call, such as in an emergency, please let me know so I can assist in any way possible.
- **Recording devices.** I do not allow the use of a recording device for lectures.

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- **Homework material** is to be completed outside of the course time. Do not work on homework or other assignments while in class. Remember, electronic device usage while in class is **NOT** allowed as they have proven to be highly distracting, diminishing attentiveness and participation.
- **Complete assignments by the due date** without the expectation that the professor will reopen.
- **Participate Fully.** By participating fully in class, you will get the most out of class, and you will be more likely to retain the information.
- **Prepare and read ahead of time.** It is important to stay up to date on the information you will be covering during each class period. I typically engage students by name for specific questions about the material. Be prepared. Check the syllabus and note what reading assignments you should complete before class.
- **Ask questions.** Asking questions is a key part of learning in any class. I do enjoy interaction with the students through questioning, but make sure to keep questions on the subject at hand.
- **Raise your hand.** During class, if you plan to ask a question or make a comment, raise your hand and let me address you rather than interrupting the lecture. Typically, if I see your hand raised, I will call on you and allow you to ask your question.
- **Do not pack up before class ends.** Sometimes students start to pack up their books, pens, etc., before class has ended. Beginning to pack up early can be very distracting and disrespectful to me and students who are trying to listen to the end of the lecture. Out of respect, please wait until I have finished the lecture.

In return for your courtesy and respect, you should expect me to be:

- **Thoroughly prepared and on task.** I will not “wing it” or engage in self-serving stories. If I do not know the answer to a question, I will share honestly my suggested answer and will follow up with you and the other students at our next class session.
- **Inclusive.** I will embrace all our students equally in grading and in offering my time, assistance, and counsel.
- **Fair in what I ask you to do.** I will provide assignments that add value or carry reasonable standards.
- **Up to date in my field.** I will present up-to-date principles, practices, or examples.
- **ENTHUSIASTIC.** I will not, by word, action, or body language, suggest I am inconvenienced or bored by the teaching task at hand or by the students enrolled in my class. On the contrary, I will always bring a positive attitude to class.
- **Open-minded and listen.** I will always support and assume that there is merit in other ways of seeing/explaining an issue. I will ensure to listen carefully and positively as you respond to my questions and build upon your logic, analysis, conclusions, or explanations.
- **Timely in my feedback.** I will avoid feedback that is late, terse, and only evaluative. Instead, I will seek every opportunity to provide developmental feedback.
- **Encouraging.** I will constantly ask open-ended questions, and I will push for comments that are more than a regurgitation of what I have presented in class or what you have read in a textbook.
- **Unselfish with my time.** I will welcome students to my office/online office hours and make sure my availability there is generous.
- **Punctual.** I will start and end class on time and therefore be respectful of your time.

Academic Support Services: Student Solutions offers you access to tutoring in Accounting, Statistics, and Economics via S³ (Scholars Strengthening Scholars) at no charge. S³ has proven to be an excellent place for students to ask questions while working through homework and studying. S³ sessions can be either by walk-in or by appointment. Appointments can be made through the Academic Fuel tab in the Portal.

ETS Major Field Test (MFT) for a Bachelor’s Degree in Business & Accounting: The Barney Barnett School of Business and Free Enterprise requires an “exit exam” to make sure our students have learned the material necessary to understand business. The exam that is used is the Major Field Test (MFT) for the bachelor’s degree in business provided by The Educational Testing Service. Using such an exam assures the faculty and future employers that our students have learned the necessary skills. It confirms to students that they have been exposed to nationally relevant and appropriate material during their education at Florida Southern College. The MFT exam is given when

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students take their senior seminar "capstone course" (BUS 4999). The exam format is multiple choice, and the test covers the following areas: Accounting, Economics, Management, Quantitative Business Analysis, Information Systems, Finance, Marketing, Legal and Social Environment, and International Issues. The exam is two hours long, and calculators are not allowed. The maximum score available is 200. Some students find reviewing materials from their previous years' business classes helpful in performing well on the exam. Therefore, you may wish to retain class notes, slides, and textbooks from this and all your other major required courses to use in your review for the exam.

Access for Students with Disabilities: Florida Southern College and Student Disability Services are committed to providing access and inclusion for students with documented disabilities to courses, facilities (including Residence Halls), and programs. Categories of disabilities could include, but would not be limited to, chronic health diagnoses, learning disabilities, and mental health conditions. If you anticipate or experience barriers to your college experience due to the impact of a disability, please notify the Office of Student Disability Services to discuss the eligibility process for establishing accommodations. You can reach FSC's Student Disability Services professionals, Asst. Dean for Student Support, Dr. Sandy Calvert, or Disability Services Access Coordinator, Amanda Koester, by e-mail at disabilityservices@flsouthern.edu, in Carlisle Rogers Building, or by telephone at (863) 680-4900. Our Student Disability Services professionals are available for both face-to-face and Zoom meetings by appointment. For more information on disability accommodations and access, please visit our website at <https://www.flsouthern.edu/campus-offices/offices-directory/office-of-student-disability-services>

Honor Code Policy: As an academic community, Florida Southern College is firmly committed to honor and integrity in the pursuit of knowledge. Therefore, as members of this academic community, all students acknowledge responsibility for their actions and commit themselves to the highest standards of integrity, thereby making a covenant with the College and all members of the academic community not to engage in any form of academic dishonesty as defined immediately below. This covenant, Florida Southern College's Honor Code, lies at the heart of learning, inquiry, and the critical exploration and dissemination of ideas. Through it, students affirm the authorship of their work, and when work is not their own, appropriately attribute ideas, concepts, data, words, and artistic and creative expressions. Formal subscription to the Honor Code by all students assures the academic community that breaches of academic integrity will not be tolerated and fosters learning at its best. (See the Academic Catalog for more details.)

Plagiarism: Successful students always make sure that their work is original. This is important because the instructor must be able to gauge the student's learning. Therefore, copying the work of another person, whether an essay or answers during a test, is considered plagiarism. Plagiarism is a form of cheating. Any time a student uses someone else's work and does not give that person credit, it is plagiarism. Anyone who plagiarizes will receive an "F" on the assignment. If this is repeated, the student will fail the course and can be expelled from the college. If you are "suspected" of plagiarism, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently. For more information on what plagiarism is and how to avoid it: <https://owl.english.purdue.edu/owl/resource/589/01/>.

Cheating: Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing, or trying to prevent, another from using authorized assistance, material, or study aids. Examples: using a cheat sheet in a quiz or exam, altering a graded exam, and resubmitting it for a better grade. Anyone who cheats will receive an "F" on the assignment/exam and may also receive a failing grade for the course, and will be referred to the Dean of the Barnett School for further integrity review.

Artificial Intelligence (AI) Use Policy: As we integrate advanced generative AI tools, such as ChatGPT, into our learning process, it is essential to be aware of both the benefits and limitations of these technologies. While AI can provide valuable assistance in generating ideas, drafting content, and enhancing your understanding of complex topics, there are several limitations and guidelines you should keep in mind when using AI-generated content for your assignments:

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- **Access Limitations:** Generative AI tools may not always be available due to high demand, maintenance, or other technical issues. It is essential to plan your work accordingly and not rely solely on these tools for last-minute assistance.
- **Accuracy and Reliability:** Generative AI tools may not always be accurate or up to date. Cross-reference any information you obtain with credible sources to ensure validity.
- **Depth of Analysis:** Generative AI tools can help you brainstorm and draft initial ideas, but they may not provide the depth of analysis required for complex assignments. Be prepared to explore topics in more depth through additional research and critical thinking.
- **Personal Insights and Reflections:** While generative AI tools can offer general information and perspectives, they cannot replace your insights and reflections. Assignments often require some level of personal observation or interpretation that generative AI cannot sufficiently address.
- **Ethical Considerations:** Be mindful of the ethical implications of using generative AI tools. Avoid over-reliance on this technology and work to develop your skills and knowledge. Use generative AI as a supportive resource, but prioritize your engagement with the material and the development of your critical thinking and problem-solving skills.
- **Originality and Academic Integrity:** Use generative AI tools as a supplement rather than a primary source. Your work should reflect your understanding, analysis, and critical thinking. Ensure that all AI content is appropriately cited in compliance with course guidelines (see AI Citation Policy) and that you follow academic integrity policies. Specifically, students must not use AI-based tools to cheat on assessments or to plagiarize without proper citation.

Artificial Intelligence (AI) Citation Policy: Students will utilize AI programs such as ChatGPT to help generate ideas, brainstorm, and complete AI-enhanced projects. At no time should students submit any work generated by an AI program as entirely their own. When students include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). For this course, the responsible use of AI-based tools in completing coursework or assessments must be done per the following requirements:

- Students must identify the use of AI-based tools for all assignments
- Any work that utilizes AI-based tools must be marked as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite "ChatGPT. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>"
- Students must be transparent in how the AI-based tool is used, including what work is the student's original contribution
- Students must ensure that the use of AI-based tools does not violate any copyright or intellectual property laws

In this course, I may use an AI detector to detect AI-driven work. Failure to acknowledge AI-driven work is a violation of academic integrity and may result in failing this course and/or suspension from the college.

Document Changes: As your instructor, I reserve the right to modify the syllabus, course content, and instruction to meet the needs of the learning community. As a result, this document is subject to change. Please note that changes will be identified on Canvas or via email.

Important Dates: The following is a list of important dates throughout the semester:

- Barnett Business Fall Cookout – September 10th at 4:30 pm
- Group Advising – October 1st at 10:50 am
- Term A Courses End – October 14th
- Fall Break – October 20-24th
- Term B Courses Start – October 27th
- Thanksgiving Break – November 26-28th
- Final Exams – December 15-17th

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Course Schedule: The most current schedule and assignment listing is on Canvas

Topic/Week of	Lecture Topic/Assignments
Introduction to Business and Free Enterprise Aug 26 th to Aug 29 th	Review of syllabus and student expectations Syllabus quiz, upload picture to Canvas, and scavenger hunt
Entrepreneurial Mindset Sep 1 st to Sep 14 th	Explore the concept of an entrepreneurial mindset, food truck simulation activity, attend either the Downtown Lakeland First Friday event (Fri Sep 5 th) or the Lakeland Downtown Farmer's Market (Sat Sep 6 th), and class presentations
Why Business Matters Sep 15 th to Sep 26 th	Exploration of the evolution of business and consumerism, discussion of the legal and regulatory environment
Experience Being an Entrepreneur Sep 29 th to Oct 3 rd	Visit to Catapult, team building, and leadership
Business Idea Development: Exploration Oct 6 th to Oct 17 th	Project team selection, ideation, and brainstorming to develop business ideas, problem statement generation, and identification of the target market
Fall Break Oct 20 th to Oct 24 th	
Business Idea Development: Testing Oct 27 th to Nov 7 th	Mission and vision, unique value proposition (UVP), and idea validation (surveys, focus groups, MVP testing)
Business Idea Development: Execution Nov 10 th to Nov 21 st	Promotion and placement, financial projections, business plan development, pitch development
Business Plan and Pitch Nov 24 th to Dec 5 th	Finalize business plan, develop and finalize business pitch, pitch rehearsal
Preliminary and Final Round of Competition Dec 8 th to Dec 17 th	Preliminary round of competition, final round of competition (selection of top 3 teams), evaluations (self, peer, and course)