



Become Exceptional

Institute of Business and Information Technology (IBIT)
(formerly the Business Division)

SYLLABUS¹
Online Course

Welcome to BELLEVUE COLLEGE and this course! The study of business can be exciting, rewarding, enlightening, and fun! It is my goal with your help that this course be all of these and more.

Course Number BUS& 101, (Formerly GBUS 101 revised via Common Course Numbering)

Course Title **Introduction to Business²**

Course Credits 5 Quarter Hours

Term Summer 2019

Term Dates July 1, 2019 – August 15, 2019³⁴⁵

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¹ © 2003-2019, Francis A. Hatstat, JD, MBA

² What does “business” mean to you?

³ BELLEVUE COLLEGE Academic Calendar: <http://www.bellevuecollege.edu/enrollment/deadlines/>
See also the section below, “Academic Calendar”

⁴ The answers to many of your questions about administrative matters, i.e. when exams are scheduled, the academic calendar, registration information, tuition information, etc. can be found on the BELLEVUE COLLEGE website: <http://bellevuecollege.edu/>

⁵ All work must be completed by the last day of the term.

⁶ The best way to contact me is to use the **Canvas Mail** (e-mail) system at the website: <http://bellevuecollege.edu/canvas>. To access the Canvas mail system at the website noted above, click the inbox icon at the top left (icon sidebar) of our Home page to get into your Canvas Mail account to create a message. I will generally reply within 24 hours, but generally not on the weekends. If for some reason the Canvas Mail (e-mail) is not working, you can send an email to my BC email address.

Become Exceptional

31 **What should I do with this syllabus? It is long. Do I have to read it?**

32
33 This syllabus is both our guide for the course and a resource document. It is designed to help you
34 through the course.

35
36 This syllabus is a guide as it describes what we will do in the course, the standards, the expectations, and
37 our learning schedule. You will want to be familiar with the syllabus, so you understand these items.

38
39 It also serves as a resource document for you in that it is packed with a tremendous amount of
40 information so that you can have it when you need it. It has a table of contents (page 3) to help you do
41 that and locate the exact information you need.

42
43 Please review it generally within the first few days of the course. Pay particular attention right away to the
44 schedule at the very end. Go back to the syllabus anytime you have questions about the course or what
45 to do.

46
47
48 **Institute of Business and Information Technology (IBIT)**

49
50 Welcome to Bellevue College's Institute of Business and Information Technology (IBIT) (formerly the
51 Business Division) where you will find the tools you need for college, career, and personal success. Our
52 goal is to provide students with meaningful preparation to meet the challenges of the global business
53 environment and to inspire life-long learning. Whether you are a prospective or current student, explore
54 our site and you will find information and resources to help you on your educational and life journey.
55 <http://bellevuecollege.edu/>

56
57 **Where Can I Find the Answers to All My Questions?**

58
59 Where can I find answers to all my administrative questions? i.e. when are exams are scheduled? What
60 is the academic calendar? When does the term end? Where do I find registration information? Where is
61 the tuition information? How much does the exam count? What chapter are we in? When is the paper
62 due? What do I need with me to take the exam? How much does the homework count? etc. can be
63 found on the **Bellevue College website:** <http://bellevuecollege.edu/> **and this syllabus.**

64
65 Save your time, your classmates' time, and my time by looking for the answers to such questions here
66 before taking class time on routine matters that you can easily answer yourself. I have created a table of
67 contents to help you locate what you need rapidly.

70		
71	Table of Contents for the Syllabus	
72		
73	Course Title	1
74	Course Credits	1
75	Term.....	1
76	Term Dates.....	1
77	Faculty.....	1
78	What should I do with this syllabus? It is long. Do I have to read it?	2
79	Institute of Business and Information Technology (IBIT)	2
80	Where Can I Find the Answers to All My Questions?	2
81	Table of Contents for the Syllabus	3
82	Course Description.....	4
83	Course Learning Outcomes	4
84	Required Course Text and Online Materials	5
85	Required Online Access.....	5
86	Technical Support	6
87	Office Hours/Faculty Availability	7
88	Academic Calendars	7
89	Course Structure and Expectations	7
90	Faculty Expectations	8
91	<i>Activities and Processes Each Week</i>	8
92	<i>Class Contribution versus Participation and Discussion Boards</i>	9
93	<i>Attendance</i>	11
94	<i>Preparation (General)</i>	11
95	<i>Assignments</i>	11
96	<i>Generally</i>	11
97	<i>Online Approach and Courtesy</i>	13
98	Accommodation, Disability Resource Center, (DRC) (From the DRC).....	13
99	Additional Student Resources	13
100	Inclement weather/emergencies	14
101	Public Safety and Emergencies (From the Public Safety Department)	14
102	Evaluation and Grading.....	15
103	<i>Grading System</i>	15
104	<i>Grading Weights</i>	15
105	<i>Grading Scale</i>	16
106	<i>Grading Criteria Guidelines</i>	16
107	<i>Class Participation and Contribution</i>	17
108	<i>Guidelines for the Business Plan/Research Report</i>	17
109	<i>Guidelines for the Final Examination</i>	17
110	Academic Honesty and Integrity	18
111	Commitment to Pluralism and Non-Discrimination	19
112	How to Succeed in the Course, in Summary	20
113	Weekly Work Process	20
114	Course Calendar	21
115	Final Thoughts	31
116		
117		

Course Description

This is an introductory course in business and the functions of business. We will review and discuss various areas of business which may include management, economics, marketing, business law, human resources, finance and accounting, e-commerce, ethics, global business and markets, entrepreneurship, and information management. These as a foundation for your understanding of business, your future studies in business, and will also help you succeed in business in the future.

This course is also designed to help you begin to build skills that will serve you over your lifetime as you live and work in a world, which is very dynamic and global in scope. You will have the opportunity to develop skills and abilities in critical thinking, business communications, and group interaction in a diverse work environment.

Official Description

Examines the role of business in a modern economy: growth, structure, organization, and relationship to the environment. Students investigate the objectives, functions, and management of business firms. Other topics include problems of organization, decision-making, and controls. Fulfills social science course requirement at BC.

Course Learning Outcomes

At the end of this course students will be able to:

1. Define pertinent business vocabulary
2. Identify contemporary business concepts, principles, and practices,
3. Exhibit knowledge of the functions of business such as management, organization, human relations, marketing, financing, and ethics.
4. Analyze local and global business enterprises and environments in which they exist.
5. Demonstrate the ability to work with a team on a business plan/research project.
6. Exhibit proficiency in analyzing information found in business publications.

Additional Outcomes

7. Demonstrate presentation skills.
8. Understand the importance of diversity in the workplace.

Required Course Text and Online Materials

1. We will be using “Inclusive Access” where the study materials are made available through the course itself. When you registered for the course you acquired access to the text and course study materials. See the course Canvas site for more details. This is required for the course.
2. The actual text we will be using is Nickels, McHugh, and McHugh, Understanding Business, 12th Ed., McGraw-Hill/Irwin. It is available in the BC Bookstore but YOU DO NOT HAVE TO BUY THE HARDCOPY TEXT SEE #1 ABOVE.
3. McGraw-Hill, “Connect” for the above text is included in “Inclusive Access”. I have selected learning activities from this resource that support the learning objectives of the course you access them through the Canvas course site.

Full information on “Inclusive Access” is available on our Canvas course site under the “Resources” tab.

Required Online Access

Access to MyBC (<http://myBCC.net>) is also required. This resource is available to you as a student at Bellevue College. Computer resources are available on campus at the computer labs including the large computer lab in the N building.

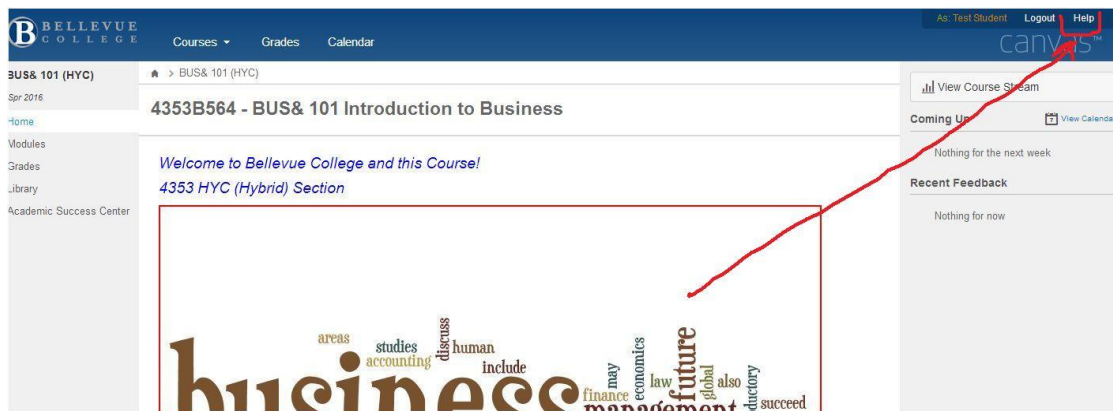
Access to Bellevue College’s “Canvas” (Learning Management System) is also required (<http://bc.instructure.com/>). If you cannot access Canvas, you can seek technical assistance through Bellevue College Computing Services, <http://depts.bellevuecollege.edu/ir/news/now-serving-personalized-tech-support-at-the-tech-cafe/> or in the computing lab in the N Building. See also under “Technical Support” in this syllabus.

Access to “Connect” provided by the publisher of the text is also required as outlined in the previous section.

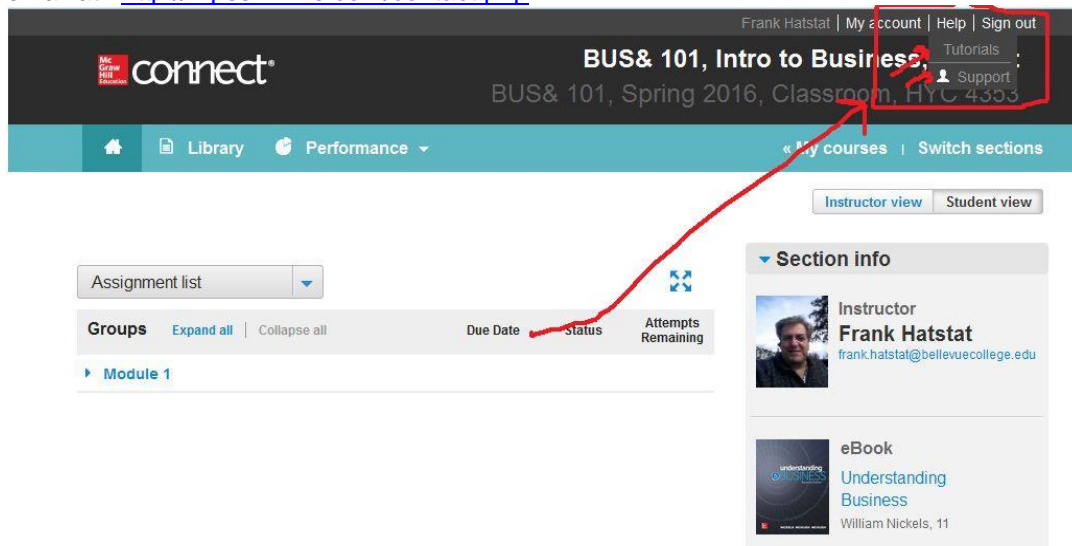
Technical Support

Technology is a boon to online learning, but it can also be a source of frustration for online students (and their instructors!) Computers freeze, your kids turn the computer off, your discussion board post disappears, etc. I have been teaching online long enough to have encountered most of these problems myself and with students, and fortunately, most problems are quickly resolved. Your first call should be to the appropriate support folks, but also send me an email to let me know you have problems. In general, it is good practice to keep copies of your emails to me, your discussion posts, and anything you have written towards your assignments and class activities. When taking a test insure you have a good online connection and if there is any doubt, do your online work and quiz/test taking in the Bellevue computer lab. Hopefully no one will have any problems, but if anything goes wrong you can call on these folks for help:

- **for CANVAS:** If you have technical problems with CANVAS, you should contact Bellevue College's Tech Support at: <http://depts.bellevuecollege.edu/helpdesk/students/canvas/> If you are unfamiliar with Canvas they offer online courses to help you. Phone support is available Monday – Friday 7AM – 7PM at (425) 564-HELP



- for “Connect”: Technical Support is available via the Connect website at <http://mpss.mhhe.com/> or via email at: <http://mpss.mhhe.com/contact.php>



Office Hours/Faculty Availability

The most efficient way to get in touch with me is via the Canvas course site, “Questions for the Professor” or via Canvas email.

However, we can also arrange a telephone appointment at a mutually agreeable time if you would like to discuss something in real time. Additionally, I am also available via Canvas email and voicemail, at your convenience 24 hours a day. I will generally respond to email and voicemail within 24-48 hours during normal business hours not including the weekends. If you drop by my office at other times than those listed above, I most likely will not be there as I have a full meeting schedule for the College in addition to teaching other classes. Asking random others where I am will not help you. Sending me an email via Canvas will get you a timely response. However, I am not online 24 hours per day. I will be active in our online classroom during Monday - Friday. Please allow me time to respond to your emails and online discussions as I may have just left the online classroom when you post your message or send your email and will need until I return the following day to respond to you. Please keep this in mind.

Academic Calendars

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Academic Calendar – <https://www.bellevuecollege.edu/studentcentral/calendar/> This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Course Structure and Expectations

Online courses differ from traditional classroom courses in that we lack visual real-time communication but benefit from a slightly more flexible schedule. To ensure successfully achieving the goals of this course, we use several teaching/learning methods:

- “Connect” learning resources
- Canvas Online Course Management System
- Discussion Questions
- Online Presentations
- Quizzes and Exams

My role as the instructor is to:

- Help students succeed in this course;
- Share my knowledge and experiences to help expand on concepts discussed in the course;
- Provide timely feedback to students;
- Moderate discussions and challenge students to further their knowledge; and
- Evaluate and grade students.

As a student in this course, I expect you to:

- Work hard to achieve the goals of the course;
- Actively contribute to discussions;
- Share your thoughts, knowledge and experiences;
- Cooperate and collaborate with other students; and
- Provide feedback to me throughout the course.

While online courses can be more convenient than traditional classroom courses, they are not “easier” nor are they self-paced. To be successful, you must participate regularly and spend significant time studying. I can tell you from experience (having previously taken online courses myself) that it takes discipline, patience, and thoughtful planning to be successful. That said, the true benefit of the online course is a more flexible schedule; something that can be quite beneficial to those that have other responsibilities during the typical classroom course times. However, keep in mind the course is not self-paced. Should you struggle with time management or study habits during the quarter, please do not hesitate to contact me. The sooner you can address the problem, the easier it will be to achieve your goals for the course!

Faculty Expectations

A survey course, like this one, is an opportunity to both learn about a number of topics you may not be familiar with and have some fun along the way. As you can see from above, I view my role as your instructor in a variety of ways i.e., facilitator, mentor, etc. In generally, we should have some fun doing it. Come to class prepared, with your questions, and draw on what experiences I can share with you. Consider this an early step in developing both knowledge and skills that will serve you and you will use in the future.

Activities and Processes Each Week

Each week in the course will include the following activities and it is suggested you proceed in this order. More detail on each item follows below.

1. Check into the course Canvas site (multiple times per week)
 - a. Check for announcements and preview the modules and Discussion Questions, (DQ's) in Canvas.
2. Review the listed learning activities scheduled for that week in the syllabus and on the Canvas course site.
3. Work through the learning activities in the weekly modules. (requires multiple times per week)
 - a. Complete the learning activities which include interactive reading with the text, videos, and other interactive online learning activities. The LearnSmart and Quiz activities are due on or before Wednesday at noon each week.
4. By Midweek make an initial contribution to the DQ's on Canvas. Check back in during the week to see if anyone has posted to your initial contribution. Follow up by making at least two (2) posts to other's contributions.

Class Contribution versus Participation and Discussion Boards

(This part of the course and learning experience supports Learning Outcomes 1-8)

True learning and the understanding that comes with it requires hard work, discipline, and commitment. It is not an easy task. I urge you to work regularly on our course. For a five credit course as this one is, it is normally expected that if this was a typical in class course you would expect to spend an average of 2 hours studying including reading, preparing assignments, and analyzing, synthesizing, and intergrading the information of the course for each one (1) hour spent in the classroom. Thus, for an online course such as this one, you should expect to spend approximately 3 hours (1 classroom hour and 2 preparation hours) for each equivalent classroom session in the classroom. Thus, you can expect to spend 15 hours per week on this course. I cannot overemphasize this point. An online course takes self motivation and discipline. The single greatest reason for students not being successful with an online course is their underestimation of the time and effort it will take. I want you to be successful. Keep this in mind ⁷

Class contribution is more than mere participation. Participation is passive. Contribution requires engagement and action. Contribution improves your learning process and in my view is critical for this course. Through class contribution, you have the opportunity to express yourself and your ideas. This process improves both your retention and your abilities to analyze and synthesize the information. Class participants are encouraged and will be rewarded for regular, thoughtful, and on point class contributions. I expect you to read all posts and respond to selected posts as outlined below. Class participation in an online course means engaging the course and the course sites and learning activities regularly, multiple times per week.

Active contribution in online class discussions is an important element of the course; it is evaluated by instructors and is reflected in the assignment of course grades. Class contribution grades will be based on frequency, character, and quality of your contributions including metrics such as posts read, posts responded to, time online, etc. There will be weekly online discussion questions. Contribution includes the quantity and quality of comments in online class discussions, positive contributions to group assignments, ability to respond to questions by classmates and the instructor, and the ability to work as a member of a group. Students are expected to synthesize, analyze, and integrate all reading assignments and engagement and contribution helps that process. It is obvious that consistent and regular online attendance is an essential ingredient of engagement and contribution. You must read all the posts. Note most importantly that the discussion boards are just that: Discussion boards. Students that engage in 2-way communication with fellow classmates can expect the award of higher scores for that participation. Students that wait until late in the discussion period to simply "post an answer" to the question will receive minimal (if any) credit. I commonly award no more than half credit (5 out of 10 points) to students that do not post a substantive, initial response in the week following assignment of the question or who only read a minimal number of posts. Failure to post a substantive answer to the assigned question in the same week it was assigned is not engaging in a discussion. Discussion posts, posted after the week has ended will not be graded as the class has moved on. The online course allows for time flexibility, but it is not self-paced as we move through the learning as a learning community.

My goal is to have this class be interactive and to share information and insights with you and you with me. This goal is best achieved by expecting everyone to participate in the class and share your ideas and insights with the class. I will expect this of each of you.

Discussion questions and/or topics appear each week within each module. You are to post your answers/original post to the question(s)/topic(s) posed as well as a response to at least two other

⁷ Each student should evaluate this commitment in light of their work and personal commitments and make appropriate adjustments. For the normal 10 or 12 week term this translates into 5 (equivalent classroom hours) + 10 (preparation hours) = 15 hours PER WEEK for this class. Students should expect similar workloads for all the classes they are taking. For the Summer term this translates into 8 (equivalent classroom hours) + 16 (preparation hours) = 24 hours total PER WEEK for this class and every other class you are taking.

participants in the course for each discussion question to the weekly discussion forum by the end of the week the module is current.⁸

The Discussion Board and each weekly forum are designed to promote student-to-student discussion and to stimulate your thinking. Each of your postings should be a minimum of 45 words. I will not be responding to each posting. I do read all the posts as I require you to do. If you have a question or comment that is specifically for me; if it is private, email me, if it is of general nature related to the class or our studies use the “Questions for the Professor” discussion forum. In this way all class members get the benefit of your question and the answer. If you email me a question that is of a general nature related to the class or our studies that should have been posted in the “Questions for the Professor” discussion forum, expect it to be posted there or expect me to ask you to post it there.

Our Discussion Board and its discussion forums and threads provide us with an open environment for sharing our reflections, reactions, observations, questions, and conclusions. When you are asked to make a specific posting to the Discussion Board, I expect you to post your comments during the week set for submission of that particular discussion question item.

It is best to set your pattern of posting and responding in the Discussion Board and keep it consistent. In order for there to be a successful online discussion, you cannot wait until the last minute to post. If you do there is not sufficient time for your colleagues to respond to your post. The following is the required discussion posting schedule:

- Post initial responses to Weekly Discussion Questions by Day 4 of our course week, and—
- Post your responses to your classmates’ answers by Day 6 of our course week. Initial posts made on Sunday of the week may expect a 10% deduction. See comments above about the Learning Community.

This schedule allows time for other students to read and respond to your posts.

Our week for the course will run from Monday at 12:01AM through Sunday at 11:59PM. However, see the Course Calendar below.

The Discussion Board is open for other comments and observations as well, and you can expect that I will post a variety of items there—reactions to and comments on your postings, items of interest, etc. You are expected to have posted each week as outlined above. I will generally grade discussion forums but not all discussions. Posts after the week the discussion forum is current will not be graded. You must remain current with the course materials and assignments or you will lose these points. **LATE POSTS WILL NOT RECEIVE CREDIT.** Additionally, Connect will not allow late work either. **The course is not self-paced.** Here are some thoughts that will help you maximize your participation and contribution:

- Plan on spending time each day on the course Canvas and Connect sites. Some days you might need more time, some days less. By making sure you check in each day, you will have an easier time keeping up with discussions, announcements, quizzes, etc. Plan on spending additional time on the “Connect” site interacting with those learning activities.
- Do not respond to other students’ responses with “Yeah, I agree” or “Thank you for sharing.” This does not positively contribute to the discussion. Instead, elaborate on one of the points in the other student’s post, or write about an experience you have had that corresponds to a point in the topic. The point of these discussion topics is to create a deeper understanding of the course concepts and get everyone thinking outside the box. **Each response post should be a minimum of 45 words (three (3) sentences), while your initial posts to the topic should be at least 100+ words.**

⁸ Online courses are time flexible, but not independent study or self paced that can be done anytime during the term. Students are required to stay current with each week’s assignments, postings, quizzes, and exams as we are a learning community.

- Be courteous in your posts. Do not call someone names or insult them. Instead, talk about what you disagree with in their post and why. This helps the entire class see different perspectives and will help each of you come to your own conclusions on a topic. I hate to break this to you, but it is rare in business to have everyone in agreement 100% of the time – positive discussion of differences helps ensure businesses make the right decisions! However, inappropriate posts will not be tolerated and promptly removed. If you come across one, please notify me via email immediately.
- Check back throughout the week for responses to your posts and respond to those who have commented on your posts.

Attendance

(This part of the learning experience supports Learning Outcomes 2, 3, 4, 5, 7 & 8)
As described above, “Attendance” is essential to complete the course successfully. In the online environment, “attendance” means regular thoughtful participation, staying current with the readings and weekly assignments, and submitting work on time. Additionally, as described above, it includes the frequency, character, quality of your participation including metrics such as posts read, posts responded to, time online, etc. You should plan on engaging the course daily.

Preparation (General)

(This part of the learning experience supports Learning Outcomes 1, 4, 6, & 8)
In concert with the concept outlined above that learning requires diligent effort and individual work, read each reading assignment including the cases and the online learning materials prior to participating in the online class discussion.⁹

Assignments

(This part of the course and the learning experience supports Learning Objectives 1-8)

Generally

All assignments will be completed in a professional manner and on time, unless prior arrangements have been made with the professor. All assignments are to be word processed and submitted electronically in Word format. Assignments that are not word processed and in Word file format will earn 0%. Assignments are due as specified in this syllabus and as posted on the Canvas course site. I classify assignments in two categories:

(1) Primary Assignments, i.e. those specified on this syllabus and in which an “Assignment Memo” is provided, e.g. Business Plan; and

(2) Online Activities, which become part of your course grade as outlined below.

Primary Assignments

If you will be absent for that class that a Primary Assignment is due, you are expected to have the Primary Assignment submitted via Canvas. Late assignments if submitted after the due date and time will have a 10% deduction per day or part of the day they are late. Late assignments of this category submitted later than 4 days of the due date will earn zero (0) points. These policies will be applied unless

⁹ This is critical in many classes. It is also your responsibility to others in the class to be prepared so as to demonstrate you value their time and attention. One of the things that most students want is a class that engages them or is “interesting”. If members of the class come to the online class prepared we can discuss the concepts, search out new and interesting examples as a group, and in general have an enjoyable learning experience. If class members come to the online class unprepared with only their personal opinions, there will be little engagement. This is not what I want this course to be. I suspect you feel the same way.

prior written approval for a late submission is obtained from the professor. You must make this request in writing via email. Approval will not be unreasonably withheld but the request must be because of a substantial situation beyond the student's control or option.

Online Activities

Online activities are work accomplished online either discussion questions on Canvas and/or learning activities on Connect. They are designed to support your learning and will be available over the week of that module or learning. They are due as specified on the online system. They will not be accepted or available late. They cannot be "made up" if not completed on time. We move through these materials as a learning community and as such we engage and discuss the materials together. Late work defeats this purpose. All online activities are graded. Connect Learning Activities become available the Friday before the week starts so that you can begin to prepare for the next week. They close at noon on the following Wednesday which allows you to be prepared for the discussion questions and that posting schedule.

More on Assignment Generally

All assignments will be completed in a professional manner and on time, unless prior arrangements have been made with the professor. All assignments are to be word processed using Microsoft Word and submitted electronically. Assignments that are not word processed will earn 0%. Assignments are due as specified in this syllabus and as posted on the Canvas course site.

All work submitted should be in memo format except discussion questions when assigned. A memo heading should be used which includes who the work is being presented to, your name, the date it is submitted (not just the due date), and a subject line which includes the assignment title, your class identifier and time.

Follow all directions in each assignment memo. Any deviation from these requirements will result in deductions (at minimum one full grade) from your assignment grade. In the business world it is expected that communications be professional. Keeping this in mind will help you better communicate with others, help others better understand your work, and reflect a higher quality of work and your seriousness about it. In the business world, memoranda or "memos" are used. An email is really a memo, although less formal. Most memos or emails fail to properly communicate information because the author did not properly edit and proofread before sending it.

All assignments will be completed in a professional manner and on time, unless prior arrangements have been made with the professor. Late primary assignments submitted later than 4 days of the due date will earn zero (0) points. The Canvas system will lock at that time, and you will be unable to submit the assignment. Do not email the assignment, or try to otherwise send it to me. All assignments must be submitted via the assignment submittal link on the Canvas system. Use the default file name convention: LastnameFirstnameAssignmentname.doc Note: you may not be able to "take back" an assignment once submitted, so edit carefully and be sure to upload the correct file.

Memos: In the business world it is expected that communications be professional. Keeping this in mind will help you better communicate with others, help others better understand your work, and reflect a higher quality of work and your seriousness about it. In the business world, memoranda or "memos" are used. An email is really a memo, although less formal.

All reports and assignments need to be in APA format or memo format as specified in the assignment¹⁰. Please see the general description of format requirements above. All assignments must meet APA Format standards with the following exceptions: (1) I prefer single spaced, and (2) the font must be black and Times New Roman or Ariel 10-point font. It is expected you will follow the requirements of the

¹⁰ Excellent APA Guides and assistance is available through the Bellevue College Writing Lab: <http://bellevuecollege.edu/writinglab/>

assignment memo. Please do not use any folders or binders. APA format is very specific, and you should become familiar with it. It generally prohibits first person narrative. Random email attachments, cutting and pasting in comment boxes; etc. does not fulfill the submission requirement. This course utilizes technology and you are expected to have a working knowledge of it as you would in the workplace. Contact online support with technical issues and problems to help you meet this requirement. As in the work world, all work should be complete when submitted. Incomplete or otherwise incorrect work that must be returned to the student ungraded will result in a deduction. And yes, I am aware of online resources involving devious ways to corrupt files in an attempt to gain more time for assignments. Do not count on these strategies. As in the work world, all work should be complete when submitted. Requests for work to be returned so items can be amended or if forgotten, included, will not be allowed.

Do not email assignments unless I specifically request you do so. See also the discussion above.

These policies will be applied unless prior written approval for a late submission is obtained from the professor at least 48 hours before it is due. You must make this request in writing via email. Approval will not be unreasonably withheld. However, the decision is at the sole discretion of the professor.

The professor for this course is concerned about the recent academic trend to cite to non-authoritative sources. While it is true that citation to scholarly work demonstrates appropriate collective reasoning and analysis, some sources are unreliable as lacking thorough editing and proper peer-review. Of note in this area is the website "Wikipedia." While an excellent research tool, and jumping off point for many topics, materials from this site are not appropriate for academic citation.

Online Approach and Courtesy

It is my expectation that since we are studying business, classroom/online behavior and activities should be business like. That does not mean we cannot have fun, it means that we should be professional. The study of business often prompts discussions and debate.

Be aware that inappropriate/disruptive behaviors are violations of the Student Code of Conduct at Bellevue College. This applies in both the classroom and online environments. I will refer any violation of the Student Code of Conduct to the Dean of Students. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct. Students are expected to adhere to the Bellevue College Policies and Procedures at all times including those outlined under Prohibited Student Conduct in the College Policies: <http://www.bellevuecollege.edu/policies/id-2050/>

Accommodation, Disability Resource Center, (DRC) (From the DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact me as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call the reception desk at 425.564.2498. Deaf students can reach the DRC by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit the DRC website for application information into the program and other helpful links at www.bellevuecollege.edu/drc

Additional Student Resources

Bellevue College offers a wealth of resources for students in all aspects of their academic experience. I suggest you carefully consider the following while in this course.

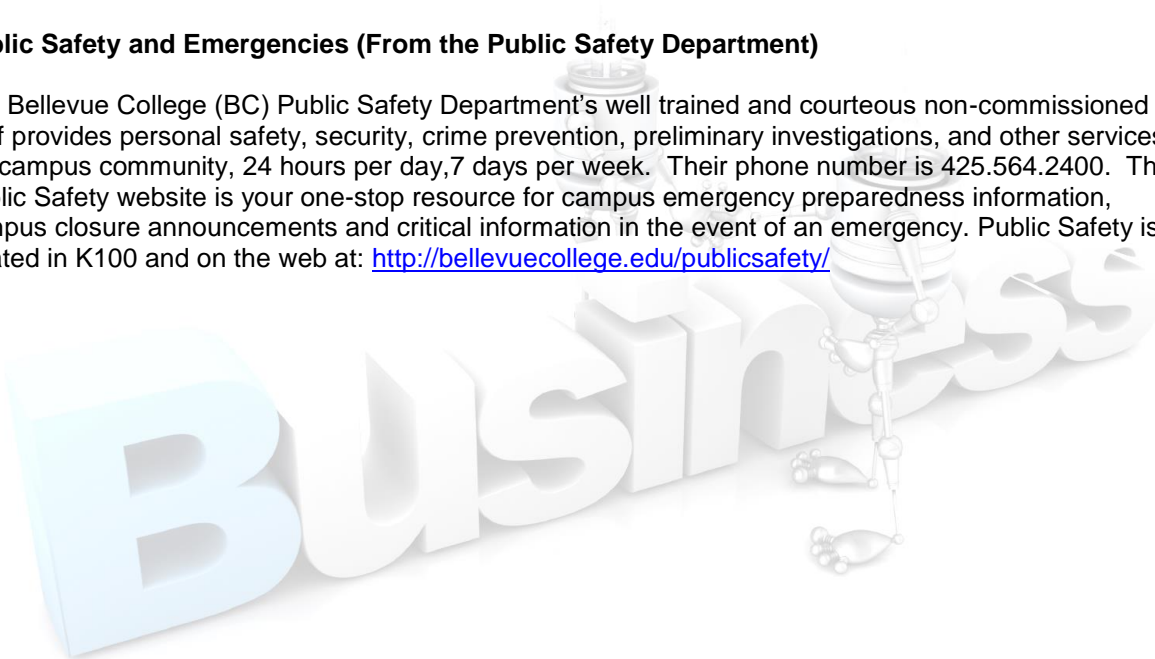
1. Business Management Program website:
<http://depts.bellevuecollege.edu/ibit/program/business-management/>
2. Institute for Business and Information Technology (IBIT) website:
<http://depts.bellevuecollege.edu/ibit/>
3. Writing Lab : <http://bellevuecollege.edu/writinglab/> is available online, for drop in, and appointments. The offer assistance and instruction in effective writing
4. Computing Center: <http://depts.bellevuecollege.edu/helpdesk/students/canvas/>
5. A full listing of resources is available at: <http://bellevuecollege.edu/resources/>

Inclement weather/emergencies

Always use your judgment as weather may vary throughout the Puget Sound area. Check the school's website, listen to radio stations: KING, KIRO, KOMO, KVI, KRKO, KWUZ, KUBE or KPLZ or watch TV stations KIRO, KING, or KOMO. You can also subscribe to the College's automatic reporting system. Please see MyBCC for instructions. <http://www.bellevuecollege.edu/alerts/?ref=footer> Since this is an online class, this information is included primarily for convenience and in the event of a widespread emergency.

Public Safety and Emergencies (From the Public Safety Department)

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>



Evaluation and Grading

It is important to all learners and to me that evaluations be guided by the following principles:

Multiple (more than one evaluation.)

Varied (different methods of evaluation.)

Fair (clear directions and criteria.)

Grading System

This class follows the Grading Policy as outlined in the College Grading Policy as located at:

http://bellevuecollege.edu/policies/3/3000_grading.asp

Criterion Referenced Grading will be used. I have described the learning outcomes of the course, my expectations, and the grading criteria in this syllabus and with you in class. How well you perform against that criteria will determine your grade.

More specifically, the Criterion Referenced Grading framework model is based on the curriculum, course, learning objectives, and assignments. By establishing absolute standards, grades are assigned by comparing a learner's performance to a set of standards. Learners meeting the learning targets receive higher grades than those learners not meeting the targets. Grades are based and awarded for performance on participation in class and performance on written assignments. Because the Criterion Referenced Grading model compares individual student performance versus a standard, all students are assured they are being evaluated fairly and objectively.

Grading Weights

Class Contribution	
Online Connect activities (OA)	12.5%
Discussion questions posted on Canvas (DQ)	12.5%
Mid-Term Examination (ME)	20%
Team Business Plan & PowerPoint (BP)	25%
Final Exam (FE)	30%
Total:	100%

Your grade will be calculated in accordance with these grading weights. Grades are not based on the accumulation of "points". They are based on the weighted average of the above graded activities which are graded on a scale of 0-100 or 0-10 (an abbreviated 0-100 scale). Note that all activities are not equally weighted. Some activities carry more "weight" than others and thus have more effect on your final grade than other graded activities. Note also that grading weights are distributed so that no one activity is overly or under weighted. Note also that the grading activities vary in character, i.e. oral presentations, exams, written memos, written reports, team work, etc. Thus, students are assured that multiple opportunities are provided for evaluation and varied opportunities for evaluation are provided.

Important: canvas has a built-in cumulative grade scoring system. If you desire to know your current grade for the course at any time, or what score is needed to obtain a desired grade you can calculate it yourself via the canvas displayed grades in a gradebook link and the Connect grades available on Connect.

Your course grade is a "weighted average" of the graded items in the course. It is not an accumulation of "points". Not all assessed activities are worth the same value. You can calculate your course grade at any time, as indicated above, using the grading weights in the above table. This can also be accomplished using the following formula:

Final Course Grade = (OA average x 12.5%) + (DQ Average x 12.5%) + (ME x 20%) + (BP x 25%) + (FE x 30%)

Grading Scale

The grading scale is prescribed by the college and is reproduced here for your reference.

<u>Grade</u>	<u>Percentages</u>	<u>Grade Points</u>
Outstanding Achievement		
A	95-100 %	4.0
A-	90-94 %	3.7
High Achievement		
B+	88-89%	3.3
B	83-87%	3.0
B-	80-82%	2.7
Satisfactory Achievement		
C+	78-79%	2.3
C	73-77%	2.0
C-	70-72%	1.7
Poor Achievement		
D+	66-69%	1.3
D	60-65%	1.0
Unsatisfactory Achievement		
F (Failure)	<60 %	0.0

Grading Criteria Guidelines

The following is offered as a general guide to guide you in understanding the grading scale. This Bellevue College grading scale policy is available on MyBCC.

“A” grades indicate “outstanding” achievement

- A 4.0 points per credit hour
- A- 3.7 points per credit hour

The “A” student

- demonstrates consistent mastery of learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes beyond the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently exceed requirements and that interpret and apply objectives in new, unique, or creative ways;
- demonstrates consistent leadership in class participation activities.

“B” grades indicate “high” achievement

- B+ 3.3 points per credit hour
- B 3.0 points per credit hour
- B- 2.7 points per credit hour

The “B” student

- demonstrates a high level of competence in learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes within the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently meet most requirements;
- contributes regularly to class participation activities.

“C” grades indicate “satisfactory” achievement:

- C+ 2.3 points per credit hour

669 C 2.0 points per credit hour
670 C- 1.7 points per credit hour
671

672 The “C” student

- 673 • demonstrates a satisfactory level of competence in learning outcomes for the course;
- 674 • demonstrates competent ability to interpret, integrate, and apply learning outcomes within the
- 675 context of the course;
- 676 • completes work assignments that satisfy minimum requirements for the course;
- 677 • satisfies minimum requirements for class participation activities.

678
679 “D” grades indicate “poor” achievement:

680 D+ 1.3 points per credit hour
681 D 1.0 point per credit hour
682

683 The “D” student

- 684 • demonstrates minimum competence in some learning outcomes for the course;
- 685 • completes work assignments that usually meet minimum requirements;
- 686 • contributes inconsistently or infrequently to class participation activities.

687
688 “F” grades indicate “unsatisfactory” achievement:

689 F 0 points per credit hour
690

691 The “F” student

- 692 • cannot demonstrate competence in many or fundamental learning outcomes;
- 693 • submits work assignments that frequently do not meet minimum requirements, or does not
- 694 complete the assigned work;
- 695 • does not satisfy minimum requirements for attendance or contribution to class activities.

696
697 *Class Participation and Contribution*

698 Class participation and contribution is described in detail above. It should be regular and thoughtful.
699

700 *Midterm Examination*

701 (This part of the course and learning experience supports Learning Outcomes 1 – 8)

702 The Midterm Examination will be one hour in length and will cover the work to date. This will include
703 material presented in our text, class discussions, class lectures, Connect, and videos.

704
705 *Guidelines for the Business Plan/Research Report*

706 (This part of the course and learning experience supports Learning Outcomes 1 – 8)

707 I will be providing you a memo outlining the details of the Business Plan/Research Report activity in week
708 Five (5).
709

710 *Guidelines for the Final Examination*

711 (This part of the course and learning experience supports Learning Outcomes 1, 2, 3, & 8)

712 The final examination will cover all work covered in the course and will be scheduled at the end of the
713 course. Students are expected to complete the Final Exam prior to the end of the term. If students miss
714 the final examination alternate arrangements will be made to take the Final Exam the following term for
715 those who miss the Final Exam as scheduled and provide a valid and acceptable excuse prior to missing
716 the Final Exam. It is the student’s responsibility to initiate this process. Students who miss the Final
717 Exam at the scheduled time and provide a valid and acceptable excuse prior to missing the Final Exam
718 will have their grade recorded as an “I”, incomplete, until the Final Exam is completed. Note that BC
719 policies concerning an incomplete for a grade will apply.
720
721

Academic Honesty and Integrity

Academic honesty is the expected mode of behavior. Ethical behavior in business and academia is extraordinarily important and expected in the world today. All honesty violations will be treated seriously as prescribed by the college.

Bellevue College's policy quoted in part, "Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services." The Student Code, Policy 2050, in its entirety is located at:
http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

In addition to that guidance, students are expected to conduct themselves with honor and integrity. This is particularly important in the business and academic worlds. Students can also expect work to be subject to review by a plagiarism service.

If you choose to cheat and/or aid someone else in cheating, you violate a trust and jeopardize your future in this class. Cheating includes but is not limited to:

- Turning in assignments or papers or tests/quizzes that have been used in other classes, including a previous enrollment in this class by you or another person
- Copying answers on any written or practical exam/quiz
- Two or more different people working together on the same assignment and each person submitting the same or nearly identical work as their individual work
- Giving and/or receiving help during an exam/quiz
- Disk copying, purchasing/selling answers to any portion of the course
- Lack of reference for the source of cited information
- Disk or file copying, purchasing or selling answers to any portion of the course
- Copying information for written work and representing it as your writing

If you cheat, some or all of the following actions will be taken:

- You will receive a grade of zero on the assignment or exam. This item may not be resubmitted for credit or review.
- A report of the incident will be sent to the Dean of Students who may file a report in your record and/or take other disciplinary action. For a description of the process, see WAC 132H-120, available in the Student Body Government office.

If you are involved in more than one cheating incident in this class, you will be given an "F" grade for the course.

Plagiarism is perhaps the most common and misunderstood form of academic dishonesty. It involves the taking of ideas, writings, etc. from another and passing them off as one's own. Plagiarism includes using any source to complete academic assignments without proper acknowledgment of the source. THE INSTRUCTOR FOR THIS COURSE IS PARTICULARLY UNFORGIVING OF STUDENTS WHO INTENTIONALLY OR UNINTENTIONALLY PLAGIARIZE MATERIALS! A frequently misunderstood principle of attribution is that citation of a source makes a legal argument more persuasive, rather than less. Even paraphrased materials can be considered plagiarized if their source is not properly cited. An improper citation may result in a small reduction in grade, but an omitted citation may result in a failing

grade for the assignment or the course along with other possible penalties from the college. Here is the only legal advice the instructor will directly give the students: DON'T!¹¹

Commitment to Pluralism and Non-Discrimination

Bellevue College and this instructor are committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

<http://www.bellevuecollege.edu/inclusion/> I ask that you embrace and honor this commitment.

Characteristics of Successful Students¹²

1. They attend classes regularly, and they are on time. If they miss a session, they feel obligated to let the instructor know why, and their excuses seem legitimate and reasonable. They get all assignments they missed and understand specifically what was covered in class.
2. They read and have the syllabus for the class available in hard copy and use it to determine answers to their questions concerning the course, exams, etc. before interrupting the class with such questions.
3. They demonstrate that they care about their grades and are willing to work to improve them. They do more than is required for each assignment. A strong effort is made to turn in all assigned work, even if it is not all brilliant. They seem driven to complete all work.
4. They speak up in class, even if their attempts are clumsy, difficult, and not smooth. They ask the questions that the instructor knows many in the class are bound to have, provided they are listening including questions about upcoming assignments and exams after checking the syllabus and handouts for such information.
5. They see the instructor before or after class about grades and comments made on their papers. Sometimes they just want to ask a question or make a comment relative to the class discussion. They never ask "did we do anything in class Monday?"
6. They turn in assignments that look neat and sharp. They take the time to produce a final product that looks good-- a reflection of a caring attitude and pride in their work.
7. They are attentive once class has begun. They don't chat with their friends about their weekends in group activities, or stare out windows. They don't text or read their email on their phone. They do not use their cell phones or have them ring in class. If they get a little bored, they find ways to remain involved and engaged in the class. In other words, they are polite and graceful, even if they get a little bored.
8. In class discussion they are sensitive to others. They ask others for their opinions and listen while others speak. When they disagree they calmly and objectively state why and never belittle the speaker.

¹¹ An excellent resource and guide as to plagiarism is [The Little Book of Plagiarism](#), Richard A. Posner, (2007) Pantheon Books. Posner is a judge on the United States Seventh Circuit Court of Appeals and senior lecturer at the University of Chicago Law School. The book discusses the dimensions of plagiarism in the modern technological world.

¹² Thanks to Prof. Dick Stein at Johnson County Community College for many of these ideas as adapted by Frank Hatstat of Bellevue College.

- 820 9. When they disagree with their grade or a class policy, they wait until they are alone with the
821 instructor to discuss the issue. They never complain in class or compare grades with their friends.
822
823 10. The most successful students end up at the instructor's office at least once during the semester.
824 They believe it is worthwhile to engage the instructor in meaningful conversation.
825
826 11. Although it should be obvious, they rarely come to class unprepared. They have the reading done
827 before each class period and they come to class ready to hand in the assignments due that day.
828 They take learning seriously.
829

830 **How to Succeed in the Course, in Summary**

- 831
832 1. Attend all classes
833 2. Review and have the syllabus available
834 3. Complete the interactive reading early in the week and before attempting the DQ's, consider this
835 an ongoing assignment.
836 4. Print all materials off the website including the syllabus and the assignment memos
837 5. Pay particular attention to the criteria that each assignment will be judged against, self assess
838 whether you have addressed the assignment thoroughly
839 6. Devote time and effort to the homework and other assignments. Grades generally reflect the
840 effort a student has put into the assignment and the course
841 7. Study in groups
842 8. Make good use of your instructor
843 9. Focus on the course
844

845 **Weekly Work Process**

846
847 Each week the work process that is suggested is:
848

- 849 1. Preview and read the text
850
851 2. Complete the Connect learning activities as scheduled.
852
853 3. Make an initial original post to the Discussion Question(s) (DQ's) that are on the Canvas site
854 when a DQ is assigned for that module by Wednesday
855
856 4. Return later in the week (see suggested DQ posting schedule above) and respond (interact) with
857 at least two other students by responding to their postings.
858

859 Return later in the week (see suggested DQ posting schedule above) and respond (interact) with at least
860 two other students by responding to their postings
861

Course Calendar

The following is our course calendar for your reference. You will want to make special note of the Calendar.

Week	Start	End	¹³ Connect Week (Friday – Wednesday)
1	7/1	7/7	7/1 – 7/10 at noon (Long Week – Extra days to complete Connect work for week 1)
2	7/8	7/14	7/5 – 7/10 at noon
3	7/15	7/21	7/12 – 7/17 at noon
4	7/22	7/28	7/19 – 7/24 at noon
5	7/29	8/4	7/26 – 7/31 at noon
6	8/5	8/11	8/2 – 8/7 at noon
7	8/12	8/18	8/9 – 8/14 at noon (Short Week, Final Exam 8/14)

All weeks start on the above dates at 12:01AM Pacific Time. All weeks end on the above dates at 11:59PM Pacific Time except the last week which ends at the end of the term at 5:00PM.

Notes on the Course Schedule¹⁴

Since this is a survey course, we do have a significant amount of material to cover so that you are sufficiently familiar with the course concepts for your future academic and professional work and it is my intention to cover as much material as possible in the allotted time. To accomplish our goals, we may need to be flexible with the schedule, particularly with respect to the sequence of topics and time allotted so please be prepared to be flexible with the schedule.

¹³ Connect Learning Activities become available the Friday before the week starts so that you can begin to prepare for the next week. They close at noon on the following Wednesday. Week 1 is an exception to allow you time to orient yourself to the course and acquire the text and Connect.

¹⁴ All test and assignment dates on this syllabus are tentative and subject to change upon notice given online. The instructor may give additional assignments in class throughout the quarter. It is the student's responsibility to keep informed as to any announced assignments or schedule changes. This information will be posted on the course Canvas site. Check the Announcements regularly and often.

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WEEK	WEEK START DATE	TOPIC(S)	ASSIGNMENT(S)
1	7/1/2019	<p>Module 1</p> <p>Introduction to the Course</p> <p><i>Prologue</i></p> <p><i>Part 1 Business Trends: Cultivating a Business in Diverse, Global Environments</i></p> <p>Taking Risks and Making Profits within the Dynamic Business Environment</p>	<p>Student Introductions Introductory Thoughts Goals of the Class and Course.</p> <p>Read and Review the Syllabus</p> <p>Nickels, McHugh, & McHugh (NMM): Prologue and Ch 1</p> <p>Complete Connect Learning Activities early in the week so as to be prepared for class discussions and/or DQ's. Connect Learning Activities Due by Wednesday at Noon.¹⁵ The Connect Learning Activities for each module/week become available the Friday before they are scheduled/current so that you can begin studying and preparing.</p> <p>Complete learning activities and Discussion Question(s) [DQ('s)] on Canvas.</p> <p>Supports Learning Outcomes: 1, 3, 4, 5, and 8</p>

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¹⁵ Connect Learning Activities become available the Friday before the week starts so that you can begin to prepare for the next week. They close at noon on the following Wednesday. Week 1 is an exception to allow you time to orient yourself to the course and acquire the text and Connect.

2	7/8	<p>Module 2</p> <p>Understanding How Economics Affects Business</p> <p><i>Part 5: Marketing: Developing and Implementing Customer –Oriented Marketing Plans</i></p> <p>Marketing: Helping Buyers Buy</p>	<p><u>NMM</u>: Ch 2</p> <p><u>NMN</u> Chap 13</p> <p>Complete Connect Learning Activities early in the week so as to be prepared for class discussions and/or DQ's. Connect Learning Activities Due by Wednesday at Noon. The Connect Learning Activities for each module/week become available the Friday before they are scheduled/current so that you can begin studying and preparing.</p> <p>Complete Discussion Question(s) [DQ('s)] on Canvas.</p> <p>Supports Learning Outcomes: 1, 2, 3, 4. 5 and 8</p>
		<p>Module 3</p> <p>Developing and Pricing Products and Services</p> <p>Distributing Products</p>	<p><u>NMN</u> Chap 14</p> <p><u>NMN</u> Chap 15</p> <p>Complete Connect Learning Activities early in the week so as to be prepared for class discussions and/or DQ's. Connect Learning Activities Due by Wednesday at Noon. The Connect Learning Activities for each module/week become available the Friday before they are scheduled/current so that you can begin studying and preparing</p> <p>Complete learning activities and Discussion Question(s) [DQ('s)] on Canvas.</p>



3	7/15	<p>Module 4</p> <p>Using Effective Promotions</p> <p><i>Part 3: Business Management: Empowering Employees to Satisfy Customers</i></p> <p>Management and Leadership</p>	<p><u>NMN</u> Chap 16</p> <p><u>NMN</u> Chap 7</p> <p>Complete Connect Learning Activities early in the week so as to be prepared for class discussions and/or DQ's. Connect Learning Activities Due by Wednesday at Noon. The Connect Learning Activities for each module/week become available the Friday before they are scheduled/current so that you can begin studying and preparing.</p> <p>Complete learning activities and Discussion Question(s) [DQ('s)] on Canvas.</p> <p>Supports Learning Outcomes: 1, 2, 3, 4, 6, and 8</p>
		<p>Module 5</p> <p>Bonus Chapter Working Within the Legal Environment</p> <p>Bonus Chapter Managing Your Personal Finances</p>	<p><u>NMN</u> Bonus Chap A</p> <p><u>NMN</u> Bonus Chap D</p> <p>Complete Connect Learning Activities early in the week so as to be prepared for class discussions and/or DQ's. Connect Learning Activities Due by Wednesday at Noon. The Connect Learning Activities for each module/week become available the Friday before they are scheduled/current so that you can begin studying and preparing.</p>

			<p>Complete learning activities and Discussion Question(s) [DQ('s)] on Canvas.</p> <p>Supports Learning Outcomes: 1, 2, 3, 5, 6, and 8</p> <p>Due: Midterm Exam as scheduled and posted on Connect</p> <p>Assesses Learning Outcomes: 1, 2, 3, 4, 6, and 8</p>
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4	7/22	<p>Module 6</p> <p><i>Part 1 Business Trends: Cultivating a Business in Diverse, Global Environments</i></p> <p>Doing Business in Global Environments</p> <p>Demanding Ethical and Socially Responsible Behavior</p>	<p>Assign: Business Plan Team Project and Team Assignments</p> <p>NMN Chap 3</p> <p>NMN Chap 4</p> <p>Complete Connect Learning Activities early in the week so as to be prepared for class discussions and/or DQ's. Connect Learning Activities Due by Wednesday at Noon. The Connect Learning Activities for each module/week become available the Friday before they are scheduled/current so that you can begin studying and preparing.</p> <p>Complete learning activities and Discussion Question(s) [DQ('s)] on Canvas.</p> <p>Supports Learning Outcomes: 1, 2, 3, 4, 5, 6, and 8</p>
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5	7/29	<p>Module 7</p> <p><i>Part 2 Business Ownership: Starting a Small Business</i></p> <p>How to Form a Business</p> <p>Entrepreneurship and Starting a Small Business</p>	<p><u>NMN</u> Chap 5</p> <p><u>NMN</u> Chap 6</p> <p>Complete Connect Learning Activities early in the week so as to be prepared for class discussions and/or DQ's. Connect Learning Activities Due by Wednesday at Noon. The Connect Learning Activities for each module/week become available the Friday before they are scheduled/current so that you can begin studying and preparing.</p> <p>Complete learning activities and Discussion Question(s) [DQ('s)] on Canvas.</p> <p>Supports Learning Outcomes: 1, 2, 3, 4, 5, 6, and 8</p>
		<p>Module 8</p> <p><i>Part 4 Management of Human Resources: Motivating Employees To Produce Quality Goods and Services</i></p> <p>Motivating Employees</p>	<p><u>NMN</u> Chap 10</p> <p>Complete Connect Learning Activities early in the week so as to be prepared for class discussions and/or DQ's. Connect Learning Activities Due by Wednesday at Noon. The Connect Learning Activities for each module/week become available the Friday before they are scheduled/current so that you can begin studying and preparing.</p>

			Complete learning activities and Discussion Question(s) [DQ('s)] on Canvas Supports Learning Outcomes: 1, 2, 3, 4, 5, and 8
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6	8/5	Module 9 <i>Part 6 Managing Financial Resources</i> Understanding Accounting and Financial Information	NMN Chap 17 Complete Connect Learning Activities early in the week so as to be prepared for class discussions and/or DQ's. Connect Learning Activities Due by Wednesday at Noon. The Connect Learning Activities for each module/week become available the Friday before they are scheduled/current so that you can begin studying and preparing. Complete learning activities and Discussion Question(s) [DQ('s)] on Canvas. Supports Learning Outcomes: 1, 2, 3, 4, 5, 6
		Module 10 Financial Management	NMN Chap 18 Complete Connect Learning Activities early in the week so as to be prepared for class discussions and/or DQ's. Connect Learning Activities Due by Wednesday at Noon. The Connect Learning Activities for each module/week become available the Friday before they are scheduled/current so that you can begin studying and preparing. Complete learning activities and Discussion Question(s) [DQ('s)] on Canvas. Supports Learning Outcomes: 1, 2, 3, 4, 5, 6, and 8

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7	8/12	Module 11	Due: Business Plan Team Project and Simulated Presentation Supports Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, and 8 Complete Discussion Question(s) [DQ('s)] on Canvas. Review for Final Exam
		Module 12	Due: Final Examination as scheduled by Bellevue College and posted on Connect Assesses Learning Outcomes: 1, 2, 3, 4, 6, and 8

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Note: The schedule is a guideline for progress of the course. It is ambitious. Schedule changes may be necessary to adapt the course material to the substantive needs of the students.

Final Thoughts

This course will be conducted at all times within the parameters of the policies of Bellevue College and all participants are expected to adhere to all Bellevue College policies.

