

## Lakes Region Community College

379 Belmont Road  
Laconia, NH 03246  
(603) 524-3207

### COURSE OUTLINE/SYLLABUS SHEET

**COURSE NO:** BUS 135L FX

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**COURSE TITLE:** Small Business Management

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**CREDIT HOURS:** 3

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**SEMESTER:** Spring 2021 / Thursdays @ 6pm or FLEX

**ON CAMPUS MEETINGS:** 2/4, 2/18, 3/4, 4/1, 4/15, 4/29

**NOTE:** as the campus is on red status during January due to COVID-19,  
all classes will meet via zoom during the first two weeks.

As this class is offered in a flex-modal format, the On-Campus and Online classes will be combined for both grading and assignment purposes.

There will be an On-Campus or Zoom lecture that will be simulcast and recorded on ZOOM. Online students are expected to view this weekly lecture either simulcast or recorded. To the extent possible, students viewing the simulcast live will be allowed to participate in the class discussion.

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**INSTRUCTOR NAME:** Scott Maltzie, Ph.D.

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**E-MAIL/PHONE:** [smaltzie@ccsnh.edu](mailto:smaltzie@ccsnh.edu) (603) 366-5237  
(603) 738-0953 (Cell - Emergencies only)

*Email is the best communication medium for me.  
All communications from Monday – Friday will be responded to within 24 hours.  
I will respond to Weekend communication on Monday or Tuesday if there is a holiday.*

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**OFFICE LOCATION:** Turner 253A  
Mezzanine Level (open level just above café between floors 1 and 2)

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**CONFERENCE HOURS:** On-Campus BY APPOINTMENT ONLY:  
Odd Weeks – Tue 10:30 – 12:00 & Tue 2:30 – 3:00  
Even Weeks – Tue – Thur 2:30 – 3:00  
Virtually via Zoom or Phone by appointment- 9-5 Monday - Friday  
(except during Class Times)

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**PREREQUISITES:** None

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**COURSE DESCRIPTION:** Problems of a small business operation: going into business, financing a business, the feasibility study, marketing, and management of business phases are covered.

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**TEXT/INSTRUCTIONAL MATERIALS AND EQUIPMENT NEEDED:**

- *Small Business Management in the 21st Century*, Cadden and Lueder. 2012  
OER Textbook: <https://open.umn.edu/opentextbooks/textbooks/small-business-management-in-the-21st-century>
  - A laptop for use in class projects is recommended but not required.
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**TEACHING METHODS:** I will act as the facilitator of learning.

It is my professional educational opinion that exclusive reliance on the lecture method is an improper and inefficient teaching tool, especially in a professional development program, such as business administration. Furthermore, the lecture method per se does nothing during precious classroom time to help form potential managers and executives and to simulate the pressurized conditions that one will be facing in private, public, federal, or international sector situations.

On the other hand, all of the teaching techniques mentioned above when blended together in judicious amounts tend to sharpen and harden class participants' management ability, executive prowess, clear analytical thinking, and careful articulation (both oral and written).

In Socratic method teaching, both the professor and students ask a series of questions about the facts and reasoning of particular decisions, and thereby probes and explores the conflicting policy values of controversies by question after question. It is an interesting teaching approach. Class participants are not only involved in the sense that they engage occasionally in a give-and-take with the professor (a fun bantering), but because intellectual possibilities are mainly indicated through questioning, the seminar group must reason along with the professor rather than simply copying down what he has to say. If used judiciously, the Socratic method tends to develop technical capacity to organize masses of data and to develop clear and crisp thinking about evaluating alternatives and balancing values.

Under the case study method, class participants are given a set of materials to read (in advance) — fact situations, research data, and secondary and primary source materials — and also a set of concrete problems to consider. The professor plays the role of an activist — commenting on the way the arguments were presented, offering two-or-three minute digressions, and frequently stopping to summarize and synthesize the advocacies. The advantages of this method are considerable. Most importantly, the class gets the benefit in classroom discussion of considered judgments.

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**GRADING:**

**GRADING SCALE:**

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

**ASSIGNMENT BREAKDOWN:**

Weekly Assignments	15%
Weekly Reflections	10%
Exams	20% Each
Business Plan	5% (drafts) 30% (final)

**Extra credit is available as indicated on Weekly Assignments, Three Questions, and Reflections. There are no retakes on exams or assignments.**

**INCOMPLETE GRADES:**

As a general rule, all coursework must be completed by the end of the semester in which the course is offered. An incomplete grade may be granted to a student, at the discretion of the faculty member, as an accommodation due to unforeseen and extraordinary circumstances when a student has completed and passed a majority of the work required for a course but, for reasons beyond the student's control, cannot complete the entire course.

## **LATE POLICY:**

- Due dates for assignments are listed in the attached class schedule and will be announced in class and/or posted on Canvas.
- Assignments are due on the due date at the time specified. Work submitted beyond the due date (this includes exams, projects, homework, etc.) will be subject to the following point deductions:
  - Late assignments submitted within one week after the due date will receive a 20% deduction.
  - Late assignments submitted more than one week and less than 2 weeks late will receive a 40% deduction.
  - Assignments submitted more than two weeks late or after the final date of the course **will not be accepted.**

Note: I reserve the right to make exceptions to any course policy stated in this syllabus due to the extenuating circumstances of a particular student. These exceptions include, but are not limited to, the onset or worsening of a serious or chronic mental or physical health condition, change in significant caring responsibility, family breakdown or the recent bereavement or serious illness of a close relative, being the victim of a serious crime or significant involvement in an on-going court case, a natural disaster, act of terror or conflict affecting the student's school/college, home or close family, approved learning accommodations. Documentation may be required in such circumstances. Work-related issues are generally not considered part of these exceptions.

## **FAIR GRADING:**

Fair and equitable grading reflects values that I am committed to. Grades are used to assess the relative extent to which students achieve the course objectives and outcomes.

Academic freedom allows the instructor (1) to determine course outcomes, within the bounds of established curricula, and the means by which a student's mastery of those outcomes will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments.

Students have the right to challenge evaluations of their work, and hence I am accountable with regard to providing and explaining all relevant grades and grading criteria. Students are allowed to challenge grades respectfully and state their case why a grade should be changed. Changes are made only in the case of error (which happens from time-to-time) and documentation that the criteria was met to a higher level than originally indicated.

### **Standards for Fair Grading**

To achieve fair and equitable grading, instructors shall inform students, in writing, e.g., via a syllabus, of the course outcomes and the means by which student mastery of those outcomes will be determined. Instructors are expected to share this information with students during the first-class meeting and to provide this information, no later than the second class meeting. Alterations to these arrangements will be posted in Canvas and must be designed to minimally inconvenience or disadvantage the students in the course. The grade of a student shall be based solely on the criteria known to all students in the class, and all such criteria shall apply to mastery of stated course objectives and competencies.

Simply put, the instructor cannot offer an alteration to the syllabus unless that alteration or option has been offered to all members of the class. This applies, for example, to extra credit, alternative assignments, and extensions to deadlines. The exceptions are related to extenuating circumstances as outlined above and via documented Disability accommodations from the Learning Center.

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## **ASSIGNMENT SUMMARY:**

- **Weekly Assignments** - weekly activities related to the course material.
  - **Three Questions** – Students will develop three questions for class discussion based on the reading. These questions should be designed to prompt discussion within the

class. The instructor is merely the facilitator. Questions may be either: factual, remembering, applying, analyzing, or evaluating. All questions should be OPEN ENDED (not YES/NO). Students may make a substantive reply to two student's questions for up to 5% extra credit each. Replies MUST be submitted by the deadline for the assignment to be considered.

- **Weekly Topical Assignments** – Case studies, critical thinking questions, observations, and application problems related to the weekly class topic.
  
- **Weekly Reflection** – Students will complete this assignment in a discussion board in Canvas. Students will write a 300-word reflective essay based on the topics for each week's class. To receive full credit on the reflection, the student must prepare a well-written essay that demonstrates understanding, analysis, and critical thinking of the weekly topic(s). Note: Students may make a substantive reply to up to two students for up to 10% extra credit. Reply postings must be at least 100 words.
  
- **Exams** – These are short essay exams completed on Canvas ONLINE. These exams will be open source. The purpose of the exam is to a) assess your mastery of the course learning objectives; and b) to determine your ability to apply the material in real-world situations.
  
- **Business Plan** – A financial plan is a comprehensive evaluation of an investor's current and future financial state by using currently known variables to predict future cash flows, asset values and withdrawal plans. Note: Portions of this project are due more or less weekly. These interim submissions are considered drafts. Grades on these submissions may or may not reflect your final grades in this section. They are designed to keep you on track and to provide feedback to you.

Note: Unless otherwise indicated all assignments must be typed AND checked for spelling and grammar. Points will be deducted from your grade for typos, spelling, and grammatical errors and overall sloppy work.

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## **COURSE EXPECTATIONS:**

### **Reading and Preparation:**

- Students are expected to read all assigned material prior to the class session.
- Regardless of whether you are an On-Campus or Online student, there will be out-of-class assignments for you to complete.

### **Communication:**

- You are expected to check your college email regularly for any communication from your instructor, peers, or the college. Failure to do so could result in missed information about classes, assignments, etc. Please ask me if you'd like to know how to forward your student email to your personal email.

### **Attendance:**

- Regular participation in class is expected. Attendance will be taken and recorded. While students who are absent may complete that week's activities online, On-Campus students are asked to keep this to a minimum. Attendance for online students is based on participation in one or more of that week's activities on-time.

### **Professionalism:**

- The intent of the business program at LRCC is to prepare students to enter and/or advance in the world of work. Professional behavior is expected at all times.

**Cheating/Plagiarism**

- No form of cheating or plagiarism will be tolerated. All work is expected to be completed by the registered student only. Anyone caught cheating/plagiarizing will receive a failing grade on the assigned work and/or the course. DON'T DO IT!

*It is my hope that this course meets your every expectation as a challenging, engaging, respectful learning experience. If you find this not to be the case, I would welcome the opportunity to address your concerns. This is not only a courtesy, it is a matter of process and procedure outlined in the LRCC Student Handbook. Should we fail to arrive at a mutually satisfactory understanding, you should refer the matter to my immediate supervisor, Carlene Rose, [crose@ccsnh.edu](mailto:crose@ccsnh.edu).*

## Small Business Management (BUS 1350L)

Spring 2021

Thursday 6:00 PM FLEX

Class	Date Week Beginning	In-Class Topics	Reading/Assignments Due
1	1/21	<b>ONLINE</b> <b>Introduction to Entrepreneurship &amp; Small Business Management</b>	Note: All assignments are due SUNDAY night @ 11:59 pm unless otherwise indicated with an *. <i>Italics = Business Plan Project</i> Read Ch. 1* Course Requirements Checklist Course Introductions SWOT Analysis You Make the Call Case Study Week 1 Reflection <i>1. Business Plan Proposal</i>
2	1/28	<b>ONLINE</b> <b>Planning the Startup Business</b>	Read Ch. 2 & 5* 3 Questions* Business Review Assignment Week 2 Reflection <i>2. Company Description BUSINESS PLAN DRAFT</i>
3	2/4	<b>ON-CAMPUS</b> <b>Business Ownership</b>	Read Forms of Business Ownership – Separate PDF Chapter* 3 Questions* Wk 3 Discussion Questions: Business Ownership Week 3 Reflection <i>3. Objective Statement and Business Goals BUSINESS PLAN DRAFT</i>
4	2/11	<b>ONLINE</b> <b>Marketing Basics</b>	Read Ch. 6* 3 Questions* Wk 4 - Competitive Marketing Analysis Week 4 Reflection <i>5. Products and Services BUSINESS PLAN DRAFT</i>
5	2/18	<b>ON-CAMPUS</b> <b>Marketing Strategy</b>	Read Ch. 7* 3 Questions* Wk 5 - Central Perk Assignment - Marketing Strategy Week 5 Reflection
6	2/25	<b>ONLINE</b> <b>Marketing Plan &amp; Promotion</b>	Read Ch. 8* 3 Questions* Wk 6 – Promotion Evaluation Week 6 Reflection <i>6. Marketing &amp; Sales Plan BUSINESS PLAN DRAFT</i>
7	3/4	<b>ON-CAMPUS</b> <b>E-Business &amp; E-Commerce</b>	Read Ch. 4* 3 Questions* Wk 7 - Central Perk Case Study - E-Business & E-Commerce Week 7 Reflection
8	3/11	<b>ONLINE</b> <b>Mid-Term Exam</b>	
9	3/18	<b>NO CLASS – SPRING BREAK</b>	
10	3/25	<b>ONLINE</b> <b>Production &amp; Operations Management</b>	Read Ch. 11 & 13* 3 Questions* Wk 10 - Central Perk Case Study - Production & Operations Management Week 10 Reflection
11	4/1	<b>ON-CAMPUS</b> <b>Leadership, Management &amp; Human Resources</b>	Read Ch. 12* 3 Questions* Wk 11 - Central Perk Case Study - Management & Hiring Week 11 Reflection <i>4. Business and Management Structure BUSINESS PLAN DRAFT</i>
12	4/8	<b>ONLINE</b> <b>Accounting &amp; Finance</b>	Read Ch. 9 & 10* 3 Questions* Wk 12 - Ratio Calculation Activity Week 12 Reflection <i>7. Business Financial Analysis BUSINESS PLAN DRAFT</i>

13	4/15	<b>ON-CAMPUS Business Succession</b>	Read Ch. 3 & 14* 3 Questions* Wk 13 - Central Perk Case Study - Business Succession Week 13 Reflection
14	4/22	<b>ONLINE Work Session – No Zoom Session</b>	Final Exam Will Be Available <i>8. Financial Plan BUSINESS PLAN DRAFT Due 4/26</i>
15	4/29	<b>ON-CAMPUS Business Plan Presentation</b>	
16	5/6	<b>ONLINE Final Exam</b>	

**NOTE:** The ongoing challenges presented by COVID-19 may require an alteration in the On-Campus schedule. If we are unable to meet On-Campus, the lectures will be done using the ZOOM platform at the same date and time as described above. All ZOOM and simulcast sessions are recorded. Students participating in this course understand and agree that their images and names may be visible to other students. I reserve the right to modify assignments as circumstances dictate.

## Rubrics

### Assignment

Criteria	Excellent –90-100%	Adequate –70-89%	Unsatisfactory–0-69%
<b>Completeness</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All required sections of the assignment are present.</li> <li><input checked="" type="checkbox"/> Complete references and resources are listed at the end of document with links to online resources when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Some required sections are missing</li> <li><input checked="" type="checkbox"/> References and resources are present but are not complete.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Most required sections are missing</li> <li><input checked="" type="checkbox"/> References and resources are not present.</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Content is clearly written in student's words except for a few direct quotations from references.</li> <li><input checked="" type="checkbox"/> Content is thorough and comprehensive.</li> <li><input checked="" type="checkbox"/> Evidence is present to backup opinions presented by student.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Content is sometimes written in student's words or contains mostly direct quotations from references.</li> <li><input checked="" type="checkbox"/> Content lacks detail and ideas presented are superficial or unfinished.</li> <li><input checked="" type="checkbox"/> Evidence is questionable or not consistently present to backup opinions presented by student.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Content is clearly not written in student's words or contains passages copied and pasted from resources.</li> <li><input checked="" type="checkbox"/> Content lacks any detail and ideas are unfinished.</li> <li><input checked="" type="checkbox"/> Evidence is not present to backup opinions presented by student.</li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Content is logically organized and easy to follow.</li> <li><input checked="" type="checkbox"/> Writing is clear and concise, using complete sentences except where text is presented in tables, images or captions.</li> <li><input checked="" type="checkbox"/> Content is free of spelling and grammatical errors.</li> <li><input checked="" type="checkbox"/> Assignment meets minimum word requirement (if stated in assignment directions)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Content is partially organized but no easy to follow.</li> <li><input checked="" type="checkbox"/> There are a few incomplete sentences and writing is not concise.</li> <li><input checked="" type="checkbox"/> There are 1-3 spelling or grammatical errors.</li> <li><input checked="" type="checkbox"/> Assignment is less than 10% short of minimum word requirement (if stated in assignment directions)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Content is not organized and not easy to follow or decipher.</li> <li><input checked="" type="checkbox"/> There are many incomplete sentences and writing is not concise.</li> <li><input checked="" type="checkbox"/> There are more than 3 spelling or grammatical errors.</li> <li><input checked="" type="checkbox"/> Assignment is more than 10% short of minimum word requirement (if stated in assignment directions)</li> </ul>

### Exam

Criteria	Description	Ratings	Pts
<b>Completeness (5 points)</b>	Student's response directly <i>AND</i> correctly answers each part of the assignment question(s).		
<b>Knowledge (10 points)</b>	Student's response clearly shows that they have read and understand the lesson content by correctly defining key terms, key persons, and summarizing concepts. Inferences are based on this knowledge in personal or modern-day applications.		
<b>Analysis (5 points)</b>	Student provides analysis and gives examples to back them up assertions. Student's response provides analysis to the larger concepts of the lesson.		
<b>Writing Skills (5 points)</b>	Student's response is clearly written, in complete sentences, with minimal errors in grammar and spelling. Student cites sources used for response.		
<b>Total Points Per Question: 20</b>			

### Reflection Rubric

Criteria	Description	Ratings	Pts
<b>Content (80 Points)</b>	Content indicates understanding of ideas, in depth analysis and evidence, original thought and support for the topic. Main points well developed with high quality and quantity support. Reveals high degree of critical thinking		
<b>Writing (20 Points)</b>	Is in the writer's own words - direct use of text from selections and lectures should have quotation marks and be limited in length and frequency Paper is well written using proper grammar, spelling, and sentence construction Proper APA formatting (adapted)		
<b>Replies (Up to 10% bonus)</b>	Students may make a substantive reply to two students for up to 5 extra credit points each. Replies must be submitted by the deadline for the assignment to be considered.		
<b>Total Points: 100</b>			

## Business Plan

Scale items	Definitions
<b>Excellent (5)</b>	The section is extremely well developed. The student demonstrates complete understanding of the material and topics required to complete the task. The section comprises more than what is required and presents the topic in a logical, organize and concise way.
<b>Very Good (4)</b>	The section is of high quality. The material is presented very well. The student demonstrates understanding of the topic.
<b>Satisfactory (3)</b>	The section is developed satisfactorily. The student complies with the basic requirements of the section. The writing is acceptable. Demonstrates understanding of basic concepts.
<b>Needs Improvement (2)</b>	The quality of the section is below acceptable average. Basic concepts related to the section are confused or vague. The student demonstrates poor understanding of the basic concepts.
<b>Poor (1)</b>	Almost none of the required themes are elaborated in the section. The writing is disorganized and very difficult to understand.
<b>No discussion</b>	The student does not elaborate the topic or skips the section.

Business Plan Elements	Points	Comments
1. Executive Summary 10		
2. Company Description 20		
3. Objective Statement and Business Goals 20		
4. Business and Management Structure 20		
5. Products and Services 20		
6. Marketing and Sales Plan 20		
7. Business Financial Analysis 20		
8. Financial projections 20		
Technical Requirements (Graded as a negative vector)		
<b>Presentation (50 points) (30 Presentation/20 PowerPoint)</b>		
<b>Total Points 200</b>		

## LEARNING OUTCOMES

**Rationale:** This course incorporates current theory and practice relating to starting and managing small firms. It provides a comprehensive coverage of critical small business issues, numerous real-world examples to help students understand how to apply the business management concepts presented in the text, and incorporates material to help them explore small business issues in the amazing world of the Internet.

Upon completion of the course, students will be able to:

### I. Entrepreneurs & Entrepreneurial Opportunities

- Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

### II. Marketing

- Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

### III. Economics

- Apply economic concepts when making decisions for an entrepreneurial venture.

### IV. Finance

- Use the financial concepts and tools needed by the entrepreneur in making business decisions.

### V. Accounting

- Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.

### VI. Management

- Develop a management plan for an entrepreneurial venture.

### VII. Global Markets

- Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.

### VIII. Legal

- Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.

### IX. Business Plans

- Develop a business plan.