

## Lakes Region Community College

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

### COURSE OUTLINE/SYLLABUS SHEET

**COURSE NO:** BUS 130L FX

**COURSE TITLE:** Introduction to Business

**CREDIT HOURS:** 3

**SEMESTER/TIME:** Fall 2021 - Tuesdays 1:00PM – 3:45 PM or ONLINE

There will be an On-Campus Video lecture that will be simulcast and recorded on ZOOM. Online students are expected to view this weekly lecture. To the extent possible, students viewing the simulcast live will be allowed to participate in the class discussion but will not be exactly the same experience as physically attending class. Generally, the video will be posted immediately after the class concludes, but please give up to 24 hours for it to be posted.

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

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

*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.*

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

**CONFERENCE HOURS:** Tuesdays – 12:00-1:00 pm, 4:00 pm – 5:00 pm  
**PLEASE SCHEDULE USING NAVIGATE** Wednesdays – 12:00 pm – 1:00 pm  
Thursdays – 12:00-1:00 pm, 4:00 pm – 5:00 pm  
Other hours available by appointment

**PREREQUISITES:** None

**COURSE DESCRIPTION:** The study of business world operations, including the wide range of occupational functions and the American economic system.

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

- *Introduction to Business (OER)*, Amit Shah, 2018  
<https://openstax.org/details/books/introduction-business?Book%20details>  
Introduction to Business by OpenStax is licensed under Creative Commons Attribution License v4.0
- A laptop for use in class projects is recommended but not required.

## GRADING:

### GRADING SCALE:

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.

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

### 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.

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### ASSIGNMENT WEIGHTS/SUMMARY:

Class Engagement	10%
Weekly Reflection	20%
Exams (Mid-Term & Final)	20% Each
Business Deconstruction Paper	5% (drafts)/25% (final)

**Class Engagement** - As a member of the business team represented by the students in this course, you are expected, as a good team member, to contribute to the course just as you would have to contribute in a business meeting. Each week I will assign a grade based on your engagement in course activities. Course activities consist of developing THREE QUESTIONS and completing CLASS ASSIGNMENTS.

**Three Questions** - Develop three questions for class discussion based on your reading. They are questions that are 1) items you don't understand; or 2) things that are interesting that you want to learn more about; or 3) a news story or something that related that you would like to discuss; or 4) an example that you want to see if a topic applies to; or 5) how things interconnect; or 6) other things related to the subject matter. **QUESTIONS MUST BE SUBMITTED PRIOR TO THE CLASS EACH WEEK AND ARE BASED ON THAT WEEK'S READING.**

**Class Assignments** - weekly activities related to the course material. Students participating in the activities in class generally DO NOT have to complete them for homework. Online students or those who are absent must complete the assignment on their own. These individual assignments are not graded per se but are considered as part of your weekly engagement grade.

**Weekly Reflection** - The reflection is the summative activity for each week. It is designed to assess your learning for each week. Students will write a 300-word reflective essay based on the topics for each week's class while also incorporating an observation. 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). Further instructions are provided on Canvas. Note: You may make a substantive (at least 100 words) reply to up to two students for up to 10% extra credit.

**Mid-Term and Final Exam** - These are essay exams. These exams will be open resource. Grading of answers is based on your understanding, analysis, and critical thinking of the topics. All work must be cited.

**Business Deconstruction Paper, PowerPoint, & Oral Presentation** – A paper where you break down an existing business into its component parts. Each week students will upload a section of the paper as a draft. This assignment will include a **PAPER, POWERPOINT, & PRESENTATION**. See Canvas for further instructions.

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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### **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: No Late Work will be accepted following the deadline for Week 14.**

Extenuating circumstances are outlined below. If you have particular challenges, please contact me at the beginning of the course. If circumstances arise during the course that will impact your studies, please contact me immediately or as soon as possible.

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### **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 objectives and the means by which student mastery of those objectives 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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**TEACHING METHODS:** The goal of the course – and really any business course – is to develop three essential skills which provide the focus of instruction and grading in this course:

#### ***Understanding***

- To perceive the meaning of; grasp the idea of; comprehend. (Definitional understanding)
- To assign a meaning to; interpret. (Interpretative understanding)

- To grasp the significance, implications, or importance of. (Significance understanding)
- To be thoroughly familiar with; apprehend clearly the character, nature, or subtleties of. (Full understanding)

### ***Analysis***

- Analysis is a detailed examination of anything complex in order to understand its nature or to determine its essential features. It involves the study of such constituent parts and their interrelationships in making up a whole. You use analysis to gain understanding.

### ***Critical Thinking***

- Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

This means that in understanding, you demonstrate what you KNOW about the topic. In analysis you talk about the finer details of HOW things work and WHY. In critical thinking, it is more about the application of the material and the conclusions that can be drawn from it based on your understanding and analysis. Naturally there is some overlap between the three. The course assignments help you develop these skills while you learn the subject material of the course.

In this endeavor 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 — fact situations, research data, and secondary and primary source materials — 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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## **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.
- Students are expected to review the slides and any videos prior to class.

**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.

**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!

**Zoom Recording:**

- We are using Zoom in this course. These sessions WILL be recorded. The State of NH requires that each individual who is being audio recorded must consent to be recorded.

**COVID Protocols:**

- We will ALWAYS defer to the college's guidance on this.
- Currently we are in GREEN status with masks being optional and vaccines recommended.
- During group work, when social distancing is not possible or practical, I would ask that you wear a mask.

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*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). As Professor Rose is on leave through at least this part of the semester, you may also contact Patrick Cate, [pcate@ccsnh.edu](mailto:pcate@ccsnh.edu).*

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.

**Introduction to Business (BUS 130L)**  
**On-Campus - Tuesdays / 1:00 – 3:45 PM or ONLINE**  
**Class Schedule FALL 2021**

Class	Date	In-Class Topics A more complete description of activities is located in Canvas	Reading/Assignments Due	
			Note: All assignments are due the night before the next class at 11:59pm unless otherwise indicated with a *.	
1	31-Aug	Understanding Business & It's Environments	Read Ch. 1.1 – 1.2* Class Assignment Weekly Reflection Course Introductions	Course Requirements Checklist Company Selection
2	7-Sep	Economics	Read Ch. 1.3–1.8 & 17* Three Questions* Class Assignment	Weekly Reflection Bus. Deconstruct – The Company
3	14-Sep	Entrepreneurship	Read Ch. 4 & 5* Three Questions* Class Assignment Weekly Reflection	Bus. Deconstruct – Social Responsibility
4	21-Sep	Management & Leadership	Read Ch. 6* Three Questions* Class Assignment Weekly Reflection	Bus. Deconstruct – Management & Ownership
5	28-Sep	Organizational Development & Motivating Employees	Read Ch. 7 & 9* Three Questions*	Class Assignment Weekly Reflection
6	5-Oct	Marketing Product & Promotion	Read Ch. 11* Three Questions* Class Assignment Weekly Reflection	Bus. Deconstruct – Customer Segmentation
7	12-Oct	Marketing Price & Place	Read Ch. 12* Three Questions* Class Assignment	Weekly Reflection Bus. Deconstruct – Marketing Strategy
8	19-Oct	<b>MIDTERM EXAM - TAKEN ONLINE</b>	Bus. Deconstruct – Ext. Environmental Analysis	
9	26-Oct	Human Resource Management & Labor/Management Relations	Read Ch. 8* Three Questions* Class Assignment	Weekly Reflection Bus. Deconstruct – Labor/Mgmt. Relations
10	2-Nov	Production, Operations & Technology	Read Ch. 10 & 13* Three Questions* Class Assignment Weekly Reflection	Bus. Deconstruct – Production & Operations Bus. Deconstruct – Technology
11	9-Nov	Money, Banking & Financial Management	Read Ch. 15 & 16* Three Questions*	Class Assignment Weekly Reflection
12	16-Nov	Accounting	Read Ch. 14* Three Questions* Class Assignment Weekly Reflection	Bus. Deconstruct – Financial Data & Performance
13	23-Nov	Globalization & Ethics	Read Ch. 2 & 3* Three Questions*	Class Assignment Weekly Reflection
14	30-Nov	<b>FINAL EXAM – TAKEN ONLINE</b>	<b>ALL ELIGIBLE LATE WORK MUST BE TURNED IN BY THE DEADLINE FOR WEEK 14</b>	
15	7-Dec	<b>WORK SESSION</b>		
16	14-Dec	<b>Business Deconstruction - Paper, PowerPoint, and Oral Presentation</b>	<b>Business Deconstruction Paper, PowerPoint, and Oral Presentation are Due</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

### Reflection Rubric

Criteria	Ratings				
<b>Understanding</b> Explains ideas, exhibits expert command of terminology and supports ideas with thorough understanding.	30 to >24.0 pts <b>Excellent</b> Content discussion is complete, clear, accurate, and detailed.	24 to >16.0 pts <b>Sufficient</b> Some content discussion is missing, unclear, inaccurate, or lack detail.	16 to >0 pts <b>Poor</b> Content discussion is incomplete, unclear, inaccurate, and/or lack detail.		
<b>Analysis</b> Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	30 to >24.0 pts <b>Excellent</b> Provides a thorough, accurate analysis of the content of this week's lesson.	24 to >16.0 pts <b>Sufficient</b> Provides limited analysis of the content of this week's lesson.	16 to >0 pts <b>Poor</b> Provides minimal to no analysis of the content of this week's lesson. Reflection reflects mostly a summary of the lesson.		
<b>Critical Thinking</b> Demonstrates the ability to analyze, criticize and advocate ideas; to reason inductively and deductively; and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief.	30 to >24.0 pts <b>Excellent</b> Reflection demonstrates the application and connection of concepts to other areas of business based on sound reasoning and logic.	24 to >16.0 pts <b>Sufficient</b> Reflection demonstrates some application and connection of concepts to other areas of business based on sound reasoning and logic.	16 to >0 pts <b>Poor</b> Reflection demonstrates minimal to no application and connection of concepts to other areas of business based on sound reasoning and logic.		
<b>Writing</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.	<b>Excellent</b>	<b>Above Average</b>	<b>Sufficient</b>	<b>Minimal</b>	<b>Poor</b>
<b>Word Count</b> (Graded as a NEGATIVE vector) The word total of the reflection must be at least 300 words.	<b>Over 300</b>	<b>300-250</b>	<b>250-200</b>	<b>&lt;200</b>	
<b>Replies</b> Students may make a substantive reply of 100+ words to up 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>2 Replies</b>		<b>1 Reply</b>		<b>0 Replies</b>
<b>Submitted Late</b>	Assignments submitted up to 7 days after the due date receive a 20% penalty.	Assignments submitted 7-14 days after the due date receive a 40% penalty.	Assignments submitted more than 14 days late will receive a ZERO.		

### Exam Rubric

<b>Completeness</b> (2 points)	Does your response directly answer each part of the assignment question(s)?
<b>Knowledge</b> (4 points)	Does your response clearly show you have read and understand the lesson content by correctly defining key terms, key persons, and summarizing concepts? Have you made inferences based on this knowledge to personal or modern-day applications?
<b>Analysis</b> (2 points)	Have you clearly state analysis and give examples to back them up? Does your response provide analysis to the larger concepts of the lesson?
<b>Writing Skills</b> (2 points)	Do you write clearly, in complete sentences, with minimal errors in grammar and spelling? Did you use the APA Method of Citation where needed?

## Business Deconstruction Paper

Category	Criteria	Comments
<b>REQUIREMENTS FOR EACH SECTION.</b>  <b>A = 10-9</b> <b>D = 6</b> <b>B = 8</b> <b>F &lt;6</b> <b>C = 7</b>	<ul style="list-style-type: none"> <li>All requirements met or exceeded</li> <li>Analysis is comprehensive and detailed; each point is explained in detail and evidence provided. Analysis is clear, engaging, and thorough.</li> </ul>	
Cover Page, Table of Contents, & The Executive Summary	<ul style="list-style-type: none"> <li>Cover page: All information present, including name of business, logo, data, other information you feel is pertinent</li> <li>Table of contents: Includes each major section, page numbers; is organized and neat.</li> <li>Summary generated excitement, was brief, provided an overview of the business, and outlined main points.</li> </ul>	
The Company	<ul style="list-style-type: none"> <li>Company Description</li> <li>Company History</li> <li>Company mission statement/vision</li> <li>Company location(s)</li> <li>Product and/or Services</li> <li>Factors of Production Description</li> </ul>	
External Environmental Analysis	<ul style="list-style-type: none"> <li>PESTLE</li> <li>SWOT</li> <li>Description of industry (size, growth rates, nature of competition, history) Trends and strategic opportunities within industry</li> <li>Key competitors identified Effective analysis of competitors' strengths and weaknesses Potential future competitors Barriers to entry for new competitors identified</li> </ul>	
Social Responsibility	<ul style="list-style-type: none"> <li>Analysis of the relationship to the community, ethical issues, legal issues.</li> </ul>	
Management and Ownership	<ul style="list-style-type: none"> <li>Member(s) of management team were identified, and their qualifications and experiences described in a way that led credibility to the business.</li> </ul>	
Labor Management/ Relations	<ul style="list-style-type: none"> <li>Analysis of the relationship between labor and management, unionization.</li> <li>Discussion of benefits and employee relations</li> </ul>	
Production and Operations	<ul style="list-style-type: none"> <li>Provides an overview of business operations on a day-to-day basis, including production processes, physical facility reviews, use of technology, and processes followed to ensure delivery of products or services.</li> </ul>	
Technology	<ul style="list-style-type: none"> <li>Discussion of the use of technology by the company within all functional areas.</li> </ul>	
Customer Segmentation & Marketing Strategy	<ul style="list-style-type: none"> <li>Discussion of target market and market segmentation and positioning.</li> <li>Desired company and/or product image was described. Advertisement methods were described.</li> </ul>	
Financial Analysis	<ul style="list-style-type: none"> <li>Analysis of the Balance sheet, Income statement and business ratios</li> </ul>	
<b>WRITING QUALITY &amp; ADHERENCE TO FORMAT GUIDELINES</b>	<ul style="list-style-type: none"> <li>Paper is well written and clear using APA guidelines and standard English characterized by elements of a strong writing style. Basically, free from grammar, punctuation, spelling, usage, or formatting errors.</li> </ul>	
<b>PowerPoint (20 pts)</b>	<ul style="list-style-type: none"> <li>PowerPoint covering each of the major topics.</li> <li>Slides are appropriate, easy to read, use graphics when and where necessary, and follow word guidelines.</li> </ul>	
<b>Presentation (30 pts)</b>	<ul style="list-style-type: none"> <li>A timed presentation to the class on the company.</li> </ul>	



## OUTCOMES

**Rationale:** This course is designed as a survey course that will expose students to business terminology, concepts, and current business issues, with the intent of helping students develop a viable business vocabulary, foster critical and analytical thinking, and refine business decision-making skills.

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

### I. Management Functions

- Analyze the management functions and their implementation and integration within the business environment.

### II. Management Theories

- Analyze management theories and their application within the business environment.

### III. Business Organization

- Analyze the organization of a business.

### IV. Personal Management Skills

- Develop personal management skills to function effectively and efficiently in a business environment.

### V. Ethics and Social Responsibility

- Examine the role of ethics and social responsibility in decision making.

### VI. Human Resource Management

- Describe human resource functions and their importance to an organization's successful operation.

### VII. Organized Labor

- Describe the role of organized labor and its influence on government and business.

### VIII. Technology and Information Management

- Utilize information and technology tools to conduct business effectively and efficiently.

### IX. Industry Analysis

- Analyze a business organization's competitive position within the industry.

### X. Financial Decision Making

- Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.

### XI. Operations Management

- Apply operations management principles and procedures to the design of an operations plan.

### XII. Global Perspective

- Examine the issues of corporate culture and managing in the global environment.

### XIII. Economics

- Identify the basic features of different economic systems, analyze the major features of the U.S. economic system, analyze the role of government, markets, and prices in the U.S. economy.