

Fundamentals of Business  
Fall 2016  
Prof. Anat Alon-Beck

**INBM 100-02 ▪ Fundamentals of Business**  
**Dickinson College ▪ Fall 2016**  
**Dana 101**  
**Mondays, Wednesdays & Fridays, 12:30 – 1:20 PM**

The class schedule is temporary and subject to changes. We may have one or more guest speakers and add or substitute the readings to accompany their discussions. For the most up-to-date schedule, please always check the course Moodle website.

**INSTRUCTOR**

**Professor Anat Alon-Beck**

**E-Mail:** [beckan@dickinson.edu](mailto:beckan@dickinson.edu)

**Office Location:** Community Studies Center 203, 239 W. Louthier Street

**Office Hours:** Mondays & Wednesdays from 2:30 to 3:30 PM & **by appointment**

**Cell:** 518-258-0560

**Office Telephone:** 254-8059

**COURSE OVERVIEW**

Welcome to Fundamentals of Business! Being successful in business requires hard work, knowledge, and, often, a little luck. This introductory course provides an overview of what a business is and how management operates. A fundamental knowledge of business and management will help you to make sense of this complex and very dynamic aspect of our world. You will develop an awareness and appreciation for the influence of Corporate Social Responsibility and sustainability on the practices of managers. You will develop a business plan for your own start-up, which will seek for opportunities to serve, rather than exploit the environment and human social systems. This knowledge is designed to benefit you as an employee, manager, investor and consumer.

**LEARNING OBJECTIVES**

The goals of this course are for you to:

1. Understand the fundamental principles associated with managing a successful business.
2. Develop a business plan that outlines a comprehensive approach to achieving the goals for a business.
3. Recognize how business intersects with other disciplines including – but not limited to – sociology, psychology, geography, sustainability, ethics, law, and the natural environment.
4. Strengthen your oral and written communication skills and your ability to work in teams, all of which are required in today's workplace.
5. Acknowledge the exiting potential for business to create multiple forms of value for all stakeholders including society at large.

My hope is that you will find this course to be exciting, fun, challenging, and filled with learning opportunities.

**IMPORTANT DATES**

- Last day to Add/Drop: Friday, September 2

- Mid-Term Pause: 5 PM, Friday, October 14 thru 8 AM Wednesday, October 19
- Roll Call grades: NOON--Wednesday, October 19
- Thanksgiving Vacation: 5 PM, Tuesday, November 22 thru 8 AM, Monday, November 28
- Last day to withdraw with a “W”: Friday, December 9
- Classes end: Friday, December 9
- Final Exam: Tuesday, December 13, 2 PM

## REQUIRED MATERIALS

1. Nickels, McHugh & McHugh, **Understanding Business: The Core**, (2016) McGraw-Hill Education Publishers. ISBN: 978-1-259-86929-7. Note that this ISBN refers to both the textbook and access to **Connect**, which you will use in order to take the quizzes.
2. Wolfe, **Team Writing: A Guide to Working in Groups** (2010) Bedford/St. Martin’s Publishers. ISBN: 978-0312565824.
3. Supplemental readings will be provided on Moodle.
4. You should also complete the tasks from the Course Schedule that are listed in the columns labeled “Reading/Activity/Assignments.” You will want to reference these columns every day so that you know what is expected of you at each class.

## COURSE REQUIREMENTS AND GRADING DISTRIBUTION

**Examinations** will comprise **33%** of the course evaluation and grade. There will be three examinations. The first two exams are worth 11% of your course grade and will be administered during the term. The third exam is worth 11% and will be administered during finals period. The third exam, although given during the finals period, will not be a comprehensive exam.

**Chapter Quizzes** will comprise **14%** of the course grade. We are studying 14 chapters in the text, and each chapter quiz will be worth 1%. Quizzes will be accessed online through Connect. Quizzes can be taken at any time prior to the deadline. Chapter quizzes are to be taken individually, without consultation with or input from any other student. Students that do not complete the quiz prior to the assigned date will receive 0%, a fail on the quiz.

**Team Writing** individual assignments will comprise **9%** of the course grade. There are two assignments for this book. Details of the assignments will be provided in class, but basically you will be asked to respond to several questions at the end of the book chapters. Both assignments are written assignments that should be uploaded to Moodle. I will not accept late assignments unless there are extenuating circumstances that I have approved in advance. In the event of an allowed late submission, for each day that the assignment is submitted late, 5% to 10% of the assignment's grade will be reduced. In the event of non-submission, students will receive 0%, a fail on the assignment.

**Go Sustainable! Team Assignment** will comprise **32%** of the course grade. In the Go Sustainable! team project, your team will prepare and present a business plan for a “green” business. The project consists of several components:

- Preliminary assignment (3%)
- Part 1 (3%),

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- Part 2 (3%),
- Part 3 (4%),
- Part 4 (4%),
- Business plan (8%), and
- Business plan presentation (7%).

Details for the Go Sustainable! project will be discussed in class and made available on Moodle.

These assignments are to be submitted by a designated team member on Moodle according to their appropriate due date. *I will not accept late assignments unless there are extenuating circumstances that I have approved in advance.* In the event of an allowed late submission, for each day that the assignment is submitted late, 5% to 10% of the assignment's grade will be reduced. In the event of non-submission, students will receive 0%, a fail on the assignment.

In an effort to encourage all team members to fully participate in this project, teams will have the option of firing a team member who repeatedly fails to meet her/his responsibilities in this project. The fired team member will then be responsible for completing the entire project on her/his own. Firing a team member is possible only after several intervention attempts including discussing the issue with me. This policy will be fully explained in class and posted on Moodle.

***Class Attendance and Participation*** will comprise **12%** of the course evaluation. Class attendance is vital to the learning that takes place in this course. Not surprisingly, research shows a strong positive correlation between attendance and high grades. Attendance is completely within your control and provides an easy means of enhancing your learning and grade in this course. At the college level, students construct their own knowledge with guidance and input from the professor. Class participation helps with learning when students do their own thinking, test out their ideas, and receive feedback from the other students and the professor. Being prepared for class requires students to do and think about the reading assignments prior to class. Engagement in our class discussion and activities is one of the best barometers that I have for assessing your learning.

Participation involves being prepared for and contributing to the learning in the classroom. It does not always require speaking up and making a verbal contribution such as answering one of my questions or asking a relevant question. Participation is also manifested through active listening and classroom behavior.

I expect all students to attend every class session, and I will take attendance and record class participation. I do realize, though, that serious illnesses and family emergencies can arise. Thus, I will allow two absences before reducing your grade for poor attendance. Your presence is required and will be included in your grade (5% of the participation grade). I highly recommend that you use this policy wisely. And, if you must miss a class, you are still responsible for the learning activities that took place during that class; consult with another student to get notes and updates.

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You should not arrive late or leave during the middle of class unless you have prior approval from me. Arriving late and/or leaving in the middle of class disrupts the learning of others and is disrespectful to me and your classmates.

Students will be required to present orally to the class. You will present the Trout group poster with your group, and this will count as 1% of the participation grade. Details regarding these elements of the course will be posted on Moodle.

At the end of the semester, I will ask your team members to evaluate your work. Their feedback will account for 2% of the participation grade.

I will offer students a chance to get bonus points by participating in outside of class events & activities. I will address these opportunities in class during the semester.

## **CLASSROOM POLICIES AND ADMINISTRATION**

**Deadlines** Assignment due dates and quiz deadlines are provided on the course schedule. *I will not accept late assignments unless there are extenuating circumstances that I have approved in advance.*

**Moodle** You are enrolled in the Moodle course management system, which is linked to the Dickinson website. I use Moodle to post course information including class schedules, announcements, cases and case analysis questions, and supplemental readings. You will post your assignments on Moodle and may use it to post discussion board questions for the entire class, email class members, etc.

Most documents posted on our Moodle site are Microsoft Word doc files or Adobe Acrobat PDFs. When your web browser is properly configured, clicking the link to a document will cause it to be downloaded to your computer, start the appropriate application, and open the file on your screen. Note that Moodle is best accessed through the Firefox browser.

**Connect** Bundled with your text book is access to the accompanying Connect website developed by McGraw-Hill, the text book publisher. The Connect website is also the site for chapter quizzes. Specific registration information for the Connect website will be provided in class and available on Moodle.

**Student use of technology in the classroom** Communications technologies have enhanced our lives in many ways, but they can be incredibly distracting and disruptive in class. The focus of your time in class needs to be on the discussion and learning taking place within the classroom and between you, your peers and me.

A recent study conducted by psychologists Pam Mueller and Daniel Oppenheimer shows that students who take notes on a computer do less well answering conceptual questions than do students who take notes by hand (<http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>). Furthermore, since thoughtful listening and responding will be instrumental to the success of our course, I prefer that students not rely on laptops or tablets for note-taking

purposes. However, if you feel strongly that the use of electronics is important to your success in the course, I encourage you to talk with me personally.

With respect to audio recording, Pennsylvania is a “two-party consent” state, meaning that it is a crime to “intercept or record a telephone call or conversation unless all parties to the conversation consent” (<http://www.dmlp.org/legal-guide/pennsylvania/pennsylvania-recording-law>). Practically, what this means is that you should not be using any device to record class lectures or discussions. If a student with an accommodation from ODS is permitted to record class, all members of the class will be informed; students with ODS accommodations agree to strict guidelines with respect to how they use the recording.

It is not permissible to use a laptop in my classroom for any purpose other than note-taking. Access to the internet must be disabled before the start of class; any abuse of this policy will result in denial of the authorization to use a laptop for note taking.

Cell phones are not allowed to be used during our class. All phones must be turned off (not just placed on vibrate) and stowed in a pocket, purse, or backpack before class starts. If you have a family emergency, you may ask for an exemption to this rule prior to class.

**Communication** I invite and encourage you to come to my office if you wish to discuss a question or concern that requires more than a yes/no answer. My office hours are posted on the first page of the syllabus. For questions that require only a short answer, feel free to email me. Note that I tend to check my email only at the start and end of the day, so a response from me could take 24-36 hours. For specific questions about the course, be sure to check the syllabus or other written documents that I have distributed in class or on Moodle before emailing me. I may not respond if the answer to your question can be found in the syllabus or these other documents.

This course provides an opportunity to develop professional habits with regard to email. Use formal forms of address and salutations (e.g. “Dear Professor Beck”...not “Hey” or “Yo, prof”, etc.), and good-byes (e.g. “Regards,” “Thank you for your attention,” etc.), as well as proper spelling, grammar, and punctuation. Make smart use of the subject line by clearly indicating the topic or purpose of your message.

**Academic integrity** Taking a college course is a challenging prospect! It is expected, though, that you will face this challenge ethically and honestly – with academic integrity. Basically, I expect that students will do their own work and will cite all sources when using the work of others. I will adhere to the College policies regarding academic integrity and plagiarism that are presented in the college’s *Community Standards* (<http://www.dickinson.edu/student-life/resources/dean-of-students/content/Community-Standards/>) and suggest that you familiarize yourself with these standards. You should be aware, and I follow these guidelines, that all concerns about academic integrity are submitted for the college’s defined process of review and resolution. As a word of advice, do not put your reputation – a priceless asset – or the possibility of failing this course on the line for the chance at a better grade on an assignment.

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Although it is stated above, I remind you that all quizzes, tests, and written work in this course, with the exception of the Go Sustainable! & Trout team projects, is to be completed individually, without consultation with or input from another student.

### **Grading scale for the course**

A (93 or higher) A minus (90-92.9) B plus (87-89.9) B (83-86.9) B minus (80-82.9) C plus (77-79.9) C (73-76.9) C minus (70-72.9) D plus (67-69.9) D (63-66.9) D minus (60-62.9) F (59)

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Dickinson College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Disability Services (ODS) in Dana Hall, Suite 106. Because classes change every semester, eligible students must obtain a new accommodation letter from Director Marni Jones every semester and review this letter with their professors so the accommodations can be implemented.

The Director of ODS is available by appointment to answer questions and discuss any implementation issues you may have. ODS proctoring is managed by Susan Frommer (717-254-8107 or [proctoring@dickinson.edu](mailto:proctoring@dickinson.edu)). Address general inquiries to 717-245-1734 or e-mail [disabilityservices@dickinson.edu](mailto:disabilityservices@dickinson.edu). For more information, go to [www.dickinson.edu/ODS](http://www.dickinson.edu/ODS).

### **COURSE SCHEDULE**

Our course schedule will be distributed in class and also be made available on Moodle.

- I strongly encourage you to closely review our course schedule and plan your time accordingly.
- This is a tentative schedule of topics and assignment due dates. I reserve the right to change this schedule, with reasonable prior notice, should circumstances or student interest warrant such changes during the semester.
- Note that it is against Dickinson College policy for any instructor, military commander, or athletic coach to require you to miss a class.