



Distance Learning

Distance learning and online degrees from the comfort of your own home.

From Teaching to Learning:

A New Approach to BUS 100
Challenging Students and Faculty

BUS 100 Major Redesign

[2094] BUS 100 (E88N) - INTRO TO BUSINESS (NV280.BUS.100.E88N.FA09) > SYLLABUS



Syllabus



WELCOME!



Welcome to BUS 100 Introduction to Business, offered by the Extended Learning Institute of Northern Virginia Cc

This course will introduce you to the basics of business, including the economic environments in which they operate, produce and market their goods and services, and how they manage and finance their operations. The textbook, mu provided for each weekly unit will help you to understand and remember basic ideas and information about business

But that's just the beginning of what you will learn! You will put your knowledae to use by building an online portfolio

The online BUS 100 - Introduction to Business course was long overdue for a major revision. Portions of the course, such as the exams, had been updated from time to time whenever the publisher issued a new edition of the textbook, but the textbook didn't provide sufficient information nor resources to address the challenges many businesses are facing in the 21st century global environment.



So when the opportunity came to update the course again, the Extended Learning Institute, or ELI, decided to take a new approach. ELI formed a team of experienced faculty and instructional designers to create a BUS 100 course, with a focus on highly interactive and collaborative learning.

There were several issues the team wanted to address in revising the

course. Foremost, the course needed to provide students with a solid foundation on business that would prepare them to advance to other business-related courses such as management, human resources, marketing, and accounting.

And most importantly, the course would enable students to gain the knowledge and skills about work ethics and critical thinking to be successful in business.



REDESIGN

- Solid foundation about business
- Work ethics and critical thinking

TEXTBOOK

- Accommodate students' learning styles
- Target higher levels of learning
- Engage students in applying what they learn to real business problems

BUS 100 Textbook Rating Form

Information and Concept Presentation

Rating scale: 1=Poor, 2=Below average, 3=Average, 4=Above average, 5=Excellent

	Nickels	Pride	Kelly	Boone
Variety of Media (text, visuals, video, audio)	4	4	4	4
Currency of Information	3	4	4	3
Meaningfulness to Students	4	4	4	4
Readability / Viewability / Listenability	4	3	4	4
Multipurpose Usage	?	?	?	?
Career Relevance	?	?	?	?

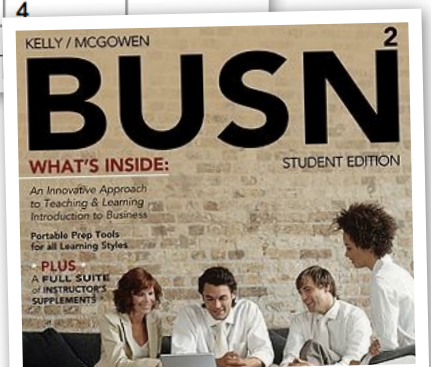
Active Learning Resources (Exercises, Cases, Discussion Questions, Projects, etc.)

Rating scale: 1=Poor, 2=Below average, 3=Average, 4=Above average, 5=Excellent

	Nickels	Pride	Kelly	Boone
Activity Variety	4	4	5 (has 18 collab. learning exercises)	5 (has 18 collab. learning exercises)
Use of Multiple Media	4	4	4	4
Addresses Knowledge, Application, and Critical Thinking Levels	4	3 (some app)	4	4
Career Relevance	3	3	?	?
Currency of Topics	4	4	4	4
Ease of Use	3	3	3	3
Integration and Continuity	3	3	4	4

The first task was to select the appropriate textbook with a variety of accompanying supplementary materials such as videos, games, quizzes, and exams that would accommodate students' various learning styles, target higher levels of learning including analysis, synthesis, and evaluation, and engage students in applying their learning to real business problems.

The team decided to create a "Textbook Rating Form" and selected four textbooks and evaluate them for information and concept presentation, active learning resources, faculty resources, and cost.



Design and Development

Course Map

Once the team selected the textbook it wanted to use to revise the BUS 100 course, they used a course map to develop learning objectives and brainstorm ideas on students' learning activities and assessments.

Highly interactive and collaborative learning environment

The team learned from educational research and experience that an effective online distance learning course with a highly interactive and collaborative learning environment had to engage students in interactions and communication with each other and their instructor, create social presence to humanize the online

classroom environment and promote a sense of community, and provide pacing to enable students to develop time-

management skills and support collaborative learning.

Reading assignments

To create interactions, social presence, and pacing in the revised course, the team identified reading and viewing activities, which included learning about the basic functions of business, globalization, diversity, ethics, management, human resources, marketing, and financial management.

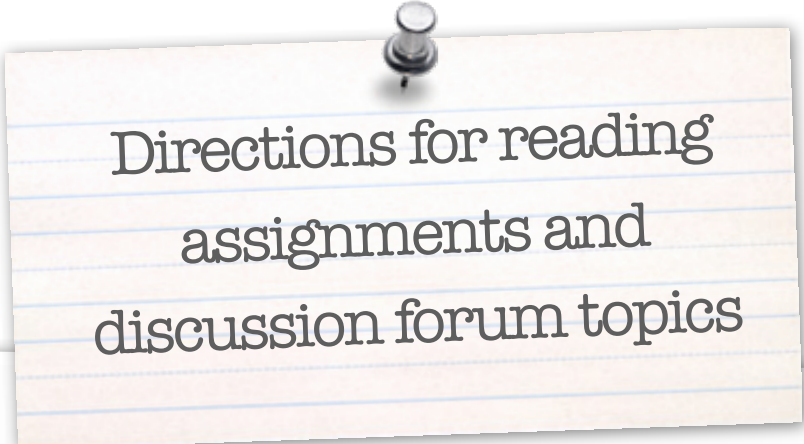
Discussion forums

Discussion forums on timely business topics and issues such as ethical behavior in the workplace, management and leadership, and economic conditions and their impact upon different business industries.

- Interactions
- Social Presence
- Pacing

BUS 100 Course Map

Topics	Goals (Students will be able to...)	Important or Difficult Aspects of Topic	Learning Activities
Week 1: Overview of the business environment (including entrepreneurship) Chapter 1 Fran	Describe the current business environment in the U.S. Define what is a business	Leadership	Introductions forum Portfolio 1: Pick a Fortune 500 business to follow and analyze for your portfolio. Define the business line, the market, the specialization, and identify the CEO level executives
Week 2: Ethics in business Chapter 4 Fran	Identify potential ethical issues at different levels within an business organization Make principled decisions on ethical business issues	Current events Why it's important Pervasiveness of problems Difficulty of acting ethically	Portfolio 2: Add company's ethics statement to portfolio. Case-based discussion.



Directions for reading assignments and discussion forum topics



Assignment 3: The Basics of Business

Directions

1. Read Chapter 1 "Business Now: Change Is the Only Constant" in BUSN2. If you're new or out of practice at reading textbooks, try the [SQR2 Reading Method](#) described at Montgomery College's web site.
2. Click the Learning Resources button and view the resources for Chapter 1. Use whichever resources best help you to understand and recall the information, vocabulary, and ideas in the chapter.

Purpose

The textbook chapter, eLectures, PowerPoint slides, Chapter Videos, and BizFix Videos all help to present, explain, or give examples of the information, vocabulary, and ideas in the chapter. Sometimes it's easier to understand something you've read if you also hear it, or see it presented graphically, or see an example. Different people have different learning styles, so it's up to you to find which learning resources best help you understand.

The Glossary (flash cards), Beat the Clock games, Crossword Puzzles, and Quiz Bowl games will help you practice recalling what you have learned. You have to be able to recall the new ideas, terms and information each week, so that you can use and apply them correctly in the discussions, research assignments, and exams.

Grading

The reading assignments are not graded.

Week 1: Portfolio Choice & URL

Use this forum to identify your choice of portfolio company and to give us the link to your portfolio. See Assignments > Week 1 for directions.

Enter future portfolio assignments through this URL link to your portfolio.

Week 2: Emperor's Club

Describe your unethical behavior temptations and your response to others' postings in this forum. See Assignments > Week 2 for directions.

Week 4: Economics

Post your economic current event impact predictions and your responses to others' predictions in this forum. See Assignments > Week 4 for directions.

Five Guys Enterprises

One person from your group submit your group's final document in this forum.

List group members who participated in the exercise.

Week 7: Leaders Versus Managers

Explain who you think are the leaders and managers and respond to the thoughts of others in this forum. See Assignments > Week 7 for directions.

Week 7: Management Styles



Additional learning activities

Group Project

Students collaborated on a group project, which required researching the Internet about a business, conducting a SWOT analysis of the business, and preparing a report proposing a strategy for achieving success.

Business Portfolio

Students created their own online business portfolio, in which they researched online and analyzed the strengths, weaknesses, opportunities, and threats of a Fortune 500 company.

Reflection

Towards the end of the course, students had to reflect and discuss their experiences on learning about business during the course and how

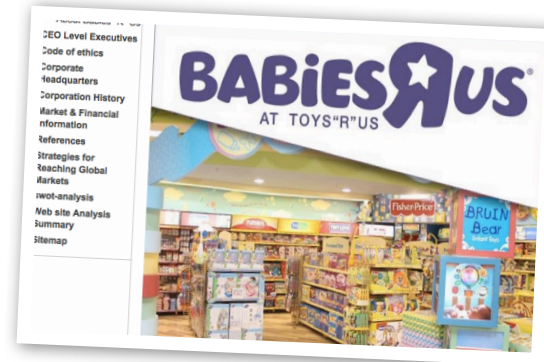
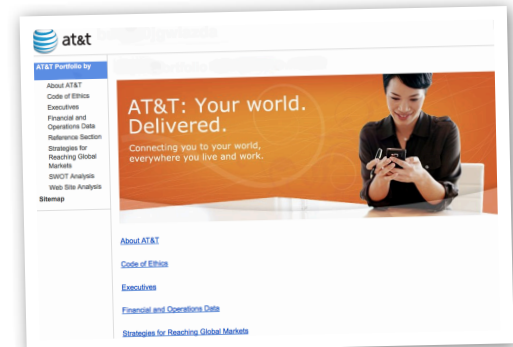
they will be able to apply in the future what they had learned.

Weekly Self-Checks

To assess their understanding and mastery of business concepts and practices, students completed weekly self-checks on the chapter readings.

Exams

They also had to take a Midterm Exam and a Final Exam, in which students analyze the strengths, weaknesses, opportunities, and threats (SWOT) on the company they selected for their business portfolio; recommend a two-year strategic plan; discuss whether or not they would work for their selected companies and why; and cite their references in APA format.

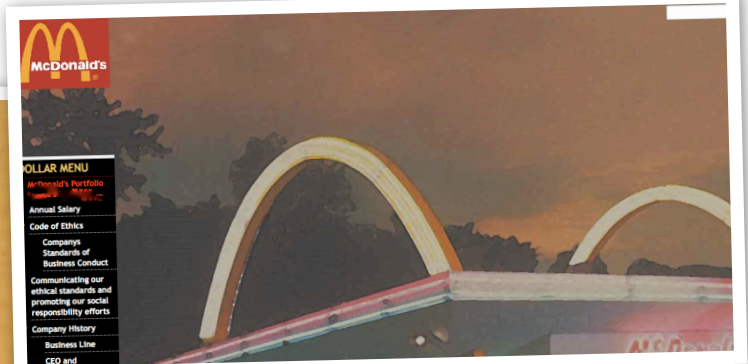


swot-analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> Following policy rules and regulations to create an equal environment (work place) for everyone. Participating in global marketing to increase production and expand stores in other countries. 	<ul style="list-style-type: none"> Tolerating criticism from others (contractors and service providers) when unacceptable and abusing company laws. Competition among other top selling stores in the market.

Opportunities
<ul style="list-style-type: none"> Participating in a diverse environment with employees of races, cultures, and religions. Expanding numerous stores locations all around the world with success of foreign outsourcing, e and direct investment.

SWOT Analysis			
Strengths		Weaknesses	
<p>McDonald's purchases recycled materials for their food and drink material.</p> <p>They create new ways to package food and beverage products which saves millions of less trash a year.</p> <p>By becoming familiar with culture, religion, McDonald's is able to make their menu in the global market meet the wants of the local people in the countries McDonald's are located.</p>		<p>As obesity rates rise in America, McDonald's will need to continue to add more healthy choices to their menu.</p> <p>The U.S. is a place that has people from all over the world. McDonald's could really profit from making AT&T Portfolio by James Gwiazda > burger, lamb burger</p>	
Opportunities		Threats	
<p>Sponsoring the 2010 Olympics</p> <p>Advertising for kids so they want to buy a Happy Meal when blockbuster movies come out like Avatar.</p> <p>The soft economy is an opportunity for McDonald's to grow even more with their low prices and dollar menu.</p>		<p>Rumors of unethical trying to get children</p>	



SWOT Analysis

- Mobility line of business applications
 - Fleet Management, Disaster Recovery, etc.
- U-verse (advanced TV)

Strengths	Weaknesses
<ul style="list-style-type: none"> Strong balance sheet Network reliability #1 Smartphone provider in the US Exclusive provider of the iPhone Size 	<ul style="list-style-type: none"> Never the lowest cost provider Slow moving/bureaucracy The perception of an inferior network
Opportunities	Threats
<ul style="list-style-type: none"> U-verse (advanced TV) Mobility line of business applications <ul style="list-style-type: none"> Fleet Management, Disaster Recovery, etc. 	<ul style="list-style-type: none"> Blending of multimedia, advertising, web hosting and telecom industries <ul style="list-style-type: none"> Google, Comcast, Verizon, etc.

Directions for group project



Assignment 2: Five Guys Franchise Discussion

Directions

In this assignment, you will be doing some Internet detective work in groups of five or six. Your task is to investigate a once small business named Five Guys Burgers and Fries that is now franchising its operations. Your group will answer (a) what form of business Five Guys Enterprises is, (b) what motivated the original owners to franchise Five Guys, (c) perform a SWOT analysis on Five Guys Enterprises as a franchisor, and (d) propose a strategy for achieving the franchisor goal for success.

1. Locate your group by clicking the Groups button and finding the group that you are in (the one with the clickable link). Become familiar with the communication tools available for your group. For example, email for group members is available by clicking on the name(s), then arrow to selected. Make contact with the group via the group discussion board no later than noon on Monday of this week.
2. Use the group discussion board to decide with the others in your group how you will organize to accomplish this assignment. Use the discussion board to communicate with other group members along with the group email features. Take responsibility for getting the group started if nobody else has done so. Read Terry Morris's [Working in Teams](#) for ideas about how to work together.
3. Using the group discussion board, complete the following tasks and compile your answers to a, b, c, and d in a single group document:
 - a. Identify the Five Guys Enterprises form of business, and tell why you think that form was chosen.

Clues: Reread pages 71-78 and 87-88 of BUSN. Check Five Guys web site (<http://www.fiveguys.com>). Check www.hoovers.com. Try the Small Business Administration web site. (www.sba.gov). Try searching for Five Guys Enterprises in Google, Yahoo, or any of the other Internet search engines. Look for a site that furnishes information on small businesses. Check business rating firms like Dun and Bradstreet.

- b. To answer the question: What motivated the original owners to franchise Five Guys?, the student(s) assigned this question can do detective work in a franchising web site such as www.betheboss.com. Clue: Use the franchise criteria checklist and examine the Five Guys disclosure statement for answers to questions like what is the experience of management and directors, the number of franchises in operation now and what is planned, type and amount of training provided to the franchisee, site location assistance, customer perception of Five Guys, and potential profits to a franchisee.
- c. To answer the question: perform a SWOT analysis on Five Guys, answer the question from the franchisor perspective. Analyze the opportunities and threats that Five Guys Enterprises faces and list them in a chart like this one. (One threat has already been listed as an example.)

Opportunities	Threats
	Tight Economy

Clues: Reread pages 87-88 of BUSN. Use clues from the Five Guys web site and any other sources you found with information about Five Guys Enterprises. This kind of analysis usually pertains to business functions such as operations, finance, marketing, and research and development. Also examine the company organizational chart, management experience, and human resources. Here are some examples from pages 87 and 88 of BUSN of what you evaluate to interpret opportunities and threats:

Management and Organization	Marketing	Human Resources
<ul style="list-style-type: none"> Management quality (cannot determine from their website) Organization charts Management information systems 	<ul style="list-style-type: none"> Customer satisfaction Product or service quality Distribution channels Global sales potential 	<ul style="list-style-type: none"> Employee experience Turnover ratio (cannot determine from their website) Work satisfaction
Finance	Operations	Research and Development
<ul style="list-style-type: none"> Sources of funds Use of funds (cannot determine) Return on investment (cannot determine) Credit rating Sales and expenses 	<ul style="list-style-type: none"> Mass production or customized Productivity Quality control Equipment age 	<ul style="list-style-type: none"> State of technology for food preparation Web page technology state of the art Research programs New products or services

- d. To answer: propose a strategy for achieving the franchisor goal for success. Based on your opportunities and threats findings, decide on a goal you would like Five Guys Enterprises to achieve in two years, and write a statement of the proposed strategy for achieving the goal. Clues to the student(s) doing this question - look at the growth rate of the fast food industry. Compare other franchises price of franchised operations.

4. One person in the group should submit your group's final document to the class discussion board forum entitled: Five Guys..

Purpose

This assignment gives you practice applying what you have learned about forms of business and small businesses to analyze a specific small business. Working in teams helps you develop workplace collaboration skills.

Grading

This assignment is worth 30 points. I will base your group's grade on the thoroughness of your group's research and the thoughtfulness of your group's analysis. I reserve the right to redistribute up to 5 of each person's points if a group member contributes significantly more or less than the other members of the group.

Faculty had the option to hold real-time virtual student course orientation and meetings.

The screenshot shows a virtual world interface with a large central slide titled "Welcome BUS 100 Introduction to Business Course Orientation". The slide features portraits of three professors: Terry Brady, Danielle Conyers, and Fran McDonald, and a counselor, Christy Jensen. The interface includes a "Participants" list on the left with names like Frances McDonald, Christy Jensen, and Prof Partlow. An "Agenda" list is also visible on the left, detailing various course topics. The top of the window shows a timestamp of 00:05:03 / 01:13:34 and a dropdown menu for "Welcome BUS 100 Introduction to Bus".

The screenshot shows a virtual world interface with a slide titled "Objectives". The slide lists three objectives: "Review the BUS 100 Blackboard web site.", "Discuss questions, issues, and concerns about BUS 100.", and "Identify student support resources." Below the objectives are two small images: one of a man at a computer and one of a woman. The interface includes a "Participants" list on the left and an "Agenda" list. The top of the window shows a timestamp of 00:05:42 / 01:13:34 and a dropdown menu for "Objectives".

The newly revised course was first offered in the Spring Semester 2009. A year later in Spring 2010, five faculty, four from the course revision team, are teaching eight sections of BUS 100.

Students' completion rates have improved approximately 20% and instructors find the course more satisfying to teach. This Summer Semester 2010, ELI is offering an 8-week and a 12-week version of the course.

The poster is titled "NOVA SCHEDULE OF CLASSES" and features a photograph of two students working at a computer. Below the photo, it states "Classes begin May 17 and June 29" and "Telephone and online registration begins March 30". At the bottom, it says "SUMMER 2010".



Students comments from the BUS 100 course evaluations revealed ELI's approach and the team's ideas and efforts in revising the course were successful.



Faculty comments



Jack Partlow
BUS 100 Course Coordinator

“Our course is indeed a challenging one - a perfect storm of teaching and learning that creates a value-added benefit for both students and faculty.”

Innovative teaching and learning was needed for the online Introduction to Business course. In my many years in business and teaching, I saw the epitome of the team spirit when faculty and instructional designers redesigned the course to best reach today's students.

Students benefit now with:

- A low cost, concise –but complete textbook they really want to keep.
- The team created an original group project involving Five Guys Burgers & Fries that students quickly related to. In the group project students collaborated in examining and reporting on the

strengths and weakness of the Five Guys franchise operation.

- Students create a business portfolio of a corporation they may want to work for. Portfolio assignments engage students throughout the course and enables them to see the big picture of interrelated business functions.
- The discussion forums topics have been expanded. For example, students establish their moral compass and are interactive when viewing an ethics video and exchanging ideas about business ethics, which promote peer to peer learning.

I have been involved with the online course for almost two years now. The team has a sense of pride seeing students grow in their understanding of business concepts and in their communication and critical thinking skills.

We see a greater course completion success and a better preparation for future business courses.

Our course is indeed a challenging one - a perfect storm of teaching and learning that creates a value- added benefit for both students and faculty.

Jack Partlow, Course Coordinator