

J-TERM COURSE SYLLABI

BUS 115: Business Tours: What do people in business actually do?

A. Course Identification

Division:	Business Administration
Course Number:	Bus 115
Course Title:	Business Tours
Instructor(s): (J-Term 2008)	Professors Graham, Hitchcock & Marzofka
Number of Credits:	3
Frequency of offering:	Every January Term
Meeting Days visit days)	M-F (9am-12noon – see specific times on
Dates Off Campus	4 local, 1 regional site visit
Major and/or minor credit:	None
General Education Course:	None
Prerequisites for this course:	None
Maximum Enrollment:	15 per section (45 max per 3 sections)
Minimum Enrollment:	8
Course Fee:	\$265

B. Instructor Information

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C. Course Materials and Resources

Introduction to Business: How Companies Create Value for People
Gareth R. Jones, 2007, McGraw-Hill Irwin

Introduction to Business Simulation
<http://marketplace-simulation.com/index.ph>

D. Course Objectives

At the end of the J-Term, students will be able to:

1. Identify and describe the basic functions of business
2. Analyze the external environment that shapes business behavior
3. Understand how to conduct primary & secondary research on business
4. Determine if areas of business are of particular interest to the student.

Targeted towards first and second year students (and/or those without a background in business coursework), this course will provide an overview on how businesses work, and what business people do. The course will cater to both business and liberal arts majors. Through an analysis of different areas of business, students should obtain a clear picture of what may or may not interest them in the business sector. Business majors will benefit by taking this as one of their J-term courses, helping them to identify which function in business that they may want to specialize in. Liberal arts majors will acquire a useful overview of the business world that will help them understand business without majoring in business.

Students will participate in several local and regional site visits that provide an overview of a wide variety of topics within the realm of business. The organizations toured will represent both a wide range of industries such as entertainment & hospitality, transportation, banking & insurance, publishing, as well as functional specialties such as retailing, wholesaling, advertising, and manufacturing.

Using their diverse backgrounds and knowledge of the liberal arts, students will learn how the external environment of a business can affect its success or failure. Students will learn that business professionals are influenced by the technological, political, legal, socio-cultural, competitive and economic environments. Students will be able to discover that many of the courses they will take at Loras will have a direct link to future careers in business.

Before going on each tour, students will be required to research both the organization and the types of issues the organization faces each day. A list of questions will be generated and discussed to help guide the students as they participate on the tour. After completing each site visit, students will have a follow up discussion and assignment to focus on what students learned and what they may need to research in the future.

The culminating assignment in the course will be a simulation in which students will be grouped into teams to utilize their knowledge to make business decisions. Through several rounds of decisions and results, students will have the chance to reflect upon why they made these

decisions, what they might change, and justify their actions to the class via a formal presentation.

E. Learning Outcomes, Assessment, and Grading

Learning Outcome and Assessment for Course Objective #1

Learning Outcome #1) To describe accounting, finance, human resource management, marketing, management and M.I.S. (Management Information Systems) and utilize your understanding of these functions to make business decisions.

Students will learn about the different functions of business through planning, participating and reflecting on a variety of business tour. After each tour, students will journal on their experiences.

A computer simulation will be used to assess student's ability to apply their understanding of the basic business functions.

A quiz will be also used to evaluate student learning.

Learning Outcome and Assessment for Course Objective #2

Learning Outcome #2) Analyze the key environmental factors that influence business operations

Students will study how business professionals are influenced by many of the topics studied in the liberal arts. For example, a marketer could describe how they take into account economics, politics, sociology, psychology, communication and history when preparing a marketing plan. Questions on how each business is influenced by politics, economics, technology and the socio-cultural environment will be used for each business tour. Afterwards, the student research plans and student journals will allow for detailed assessment of learning outcome #2.

After the tours, students will prepare a presentation on how each company is influenced by the external environment.

Quizzes will be also used to evaluate student learning.

Learning Outcome and Assessment for Course Objective #3

Learning Outcome #3) Conduct secondary and primary research on business

Before each tour, students will conduct secondary research on each company and industry. A variety of governmental and business databases will be used to obtain an overview of the organization and industry. Students will design a plan for the tour before visiting each business. The plan will include five questions on the industry and five questions on the company, including bibliography of at least five sources. Student will use a journal to organize research findings.

The quality of student questions will be tracked longitudinally.

Learning Outcome and Assessment for Course Objective #4

Learning Outcome #4) Evaluate and explain your degree of interest in different areas of business

A student reflection paper will be prepared and discussed at the end of the J-Term session. Students may express no interest in business or be interested in only specific fields. Oral participation will also be used to measure student interest in different areas of business. Process writing will be used in the preparation of the student reflection paper.

In summary, students will be expected to complete the following items as part of their course experience:

- Questions (before going on each site visit)
- Journals (focusing on each site visit)
- Business Simulation
- Quizzes
- Research Plans (Questions and Secondary Research)
- Presentation
- Student Reflection Paper

F. Course Policies

The quizzes will be a combination of multiple choice and short essay questions. NO make-up quizzes will be given unless prior arrangements have been made. Students must communicate directly with their instructor in order for prior arrangements to be granted.

Hard copies of all assignments are due at the start of class for which it was assigned. Late assignments will be severely penalized:

- Assignment turned in at the end of class and not at the start will be penalized 10% of the total points.
- Assignments that are emailed and not turned in as a hard copy will not be accepted.
- Multiple page assignments that are not properly stapled or in the proper format will be penalized 10% of total points.

- A 20% penalty is also assessed for every day that the assignment is late.
- Extra assignments may be required at the discretion of the instructor.

Grading Policy

The following scale will be used to assign grades.

A	90%	C	73%	F	less than 60%
B+	87%	C-	70%		
B	83%	D+	67%		
B-	80%	D	63%		
C+	77%	D-	60%		

A student’s grade will be computed using the following percentages:

- 10% - Questions (before each site visit)
- 15% - Journals (focusing on each site visit)
- 15% - Business Simulation
- 15% - Quizzes/Attendance/Discussion
- 15% - Research Plans (Questions and Secondary Research)
- 15% - Presentation
- 15% - Student Reflection Paper

Expectations for Class Attendance

Please refer to the College Policy on Absences Related to College Recognized Activity. This is provided on IQ and eLearn.

Expectations for Student Conduct Off Campus

Loras College students participating in January term courses are expected to conduct themselves in accordance with the policies and guidelines put forth in the student handbook.

Academic Dishonesty

Please reference the new College Policy on Academic Honesty provided on IQ and eLearn.

Learning Disabilities

If you have a documented disability requiring academic adjustments for this class, please contact the Learning Disabilities Center at x7134 and make an appointment with a staff member to review your documentation and to determine appropriate, reasonable accommodations.

Following the meeting, please make an appointment with me to discuss your accommodation request in light of the course requirements. You may self-disclose and request an academic adjustment any time during the semester. However, I strongly recommend that you do so as soon as possible because accommodations are not provided retroactively and adequate lead-time is required.

Counseling Center

Counseling: Having problems with classes, life love or whatever? Call 588-7085 for an appointment or visit <http://inside.loras.edu/sites/counseling/default.aspx> for more information. **When should you seek counseling?** Often students enter the counseling process by saying, "I don't know if I really need to be here, but ...". Here are some of the reasons that people come to counseling:

We work with students who are having problems with school, from specific problems such as difficulty with certain types of classes to lack of motivation; insecurity about what to choose for a career; difficulties with college life, such as conflict with roommates, feeling lonely or having trouble "fitting in"; problems with romantic relationships or questions concerning sexuality; troubles at home that cause stress at school; as well as more common emotional issues like feeling tense, stressed, anxious, irritable, or depressed. We help students who are having current difficulties because of past problems like sexual or physical abuse or incest. We also help with students who are concerned about alcohol or drug use, dealing with eating problems, are experiencing difficulty grieving about a loss or are dealing with a crisis in their lives such as experiencing sexual harassment or other kinds of discrimination.

G. Course Calendar

	Day	Topic	Location	Assessment/Assignment
1	R	Overview of course	Loras – Hoffmann Hall	Reading – What is Business? Chapter’s One and Three Prepare Questions Conduct Basic research

1	F	Tour	McGraw Hill – focus on functions	Debrief Tour Reading – Marketing Chapter Ten Journal on Tour
2	M	-Marketing -Secondary Research	Loras	Reading – Marketing Chapter Eleven Prepare Questions – Nordstrom’s Distribution Center
2	T	Tour	Nordstrom’s – focus on marketing, demand, distribution	Quiz – Marketing Reading – Operations Chapter Twelve
2	W	Operations	Loras	Reading – Operations/Management Questions – Deere Chapter’s Seven and Eight
2	R	Tour	John Deere – focus on operations	Quiz - Operations Reading – Accounting/IT Chapter Fourteen
2	F	Accounting	Loras	Reading – Accounting/IT Questions – McGladrey Chapter Nine
3	M	Tour	McGladrey Local Bank	Quiz – Accounting Reading – Finance Chapter Fifteen
3	T	IT/HRM	Loras	Reading – IT/HRM Chapter Thirteen Questions - McKesson
3	W	Tour	McKesson – focus on IT Out of Town tour? Epic (Madison)	Quiz – IT/HRM
3	R	Business Simulation	Loras	Demo & 1 st Decisions
3	F	Business Simulation	Loras	2 nd set of Decisions
4	M	Presentation prep Review of Student Reflection Paper		Interviews/Observation
4	T	Presentation prep		Interviews/Observation
4	W	Presentations	Loras	

H. Bibliography or Supplemental Material

Harry Beckwith, *Selling the Invisible: A Field Guide to Modern Marketing*, 1997. Warner Books

Warren Buffett, *The Essays of Warren Buffett: Lessons for Corporate America*, the Cunningham Group, 2001

Jim Collins, *Good to Great: Why Some Companies Make the Leap...and Others Don't*, Random House Business Books, 2001

Jeffrey Liker, *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer*, McGraw-Hill, 2003

Jim Collins "The 10 Greatest CEOs of all Time" Fortune (July 21, 2003)

David Kirpatrick "IBM shares its secrets" Fortune (September 5, 2005)

I. Disclaimer

This syllabus may be changed at the discretion of the instructor(s).