

**Course Syllabus (tentative)**  
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[ updated: Wednesday, August 20, 2008 ]

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**Course:** BUS 302  
**Title:** *The Gateway Experience* (3 units)

“I just want to know God’s plans. Everything else is just simply details.”  
---Albert Einstein (1879-1955)

**Program:** Bachelors of Science, Business Administration (all options)  
Bachelors of Science, Accounting  
Bachelors of Science, Information Systems  
**College:** CSUN College of Business and Economics

**Semester:** Fall, 2008  
**Class:** 17510  
**Day/Time:** Tue 7:00pm - 9:50pm (8/26 - 12/9, 16 weeks)  
**Location:** JH2206  
**Lead Student:** Wayne Smith, Ph.D.  
**Office Room:** JH4225  
**Office Hours:** Tue 5:50pm – 6:50pm (and by appointment)  
**Office Phone:** +1 818.677.4524  
**Email:** [wayne.smith@csun.edu](mailto:wayne.smith@csun.edu) (Subject Line = “[CSUN Bus302]”)  
**Public Web:** <http://ocw.smithw.org/2008fall/bus302-17510/>  
**Private LMS:** <http://webteach.csun.edu/> (if needed)

**Required Materials (Bookstore):**

1. Roberts, W., and Gunther, R. (2008) *The Gateway Experience* (2008 ed.), Thompson Custom Publishing (light orange).
2. Course Pack for BUS 302. Fall, 2008 ed. (light blue)
3. Four (4) “Green Books” (or “Blue Books”) (large format)

**Recommended Materials:**

1. Hacker, D. (2007) *A Writer's Reference* (6<sup>th</sup> ed.), Bedford/St. Martin's, Boston:MA.
2. Dretzke, B. (2009) *Statistics with Microsoft Excel* (4<sup>th</sup> ed.), Pearson Education
3. Wall Street Journal (daily, printed subscription)

**Description:**

This course is a team-taught course integrating concepts from the lower-division core courses by using case studies. Students learn how to build an effective team and to become a valued team member as well as develop written and oral communication skills. This course includes team analyses of case studies, exams and quizzes to review and integrate lower-division core material, and individual writing assignments including a project aimed at helping students develop an effective, customized path to their desired career.

This course is *not* an online course. Attendance in class is required. This course is designed on a traditional university schedule. This course requires, at a minimum, three times the number of hours per week outside of class as the number of hours in class.

**Course Prerequisites:**

This course requires the completion of all lower-division business core courses. None of the prerequisites can be taken concurrently. All of the prerequisites will be strictly enforced.

**Common BUS 302 Web page:**

The College of Business and Economics maintains a special web page for BUS 302. The materials on this web page serve as a general guide for all sections of this course. There are also materials posted here for future reference. See:

<http://www.csun.edu/bus302/>

**Common BUS 302L Web page:**

Students enrolled in BUS 302 must also enroll in the “lab” portion of this course, BUS 302L (“ell”). The overwhelming bulk of students will choose to take BUS 302L concurrently with BUS 302. You cannot enroll in 400-level courses until you have passed *both* courses.

The College of Business and Economics maintains a special web page for BUS 302L. The materials on this web page serve as a general guide for all sections of BUS 302L. There are also links to review materials to assist students in passing the exams. See:

<http://www.csun.edu/bus302/>

**Learning Objectives:**

There are four specific learning objectives for this course:

- Learn to build and work effectively in teams
- Enhance written and oral communication
- Understand the cross-functional nature of business problems and strategies
- Use ethical thinking in solving business problems.

**Approach:**

The course will use a variety of approaches including lectures, videos, class discussions, assignments, analyses of business news and cases, and in-class, experiential exercises.

The course is designed to develop critical skills that you will need to succeed in today's business environment. This course will review and expand your proficiency in the lower division business core (financial and managerial accounting, micro and macro economics, business law, and statistics) by integrating and applying these disciplines and tools to solve business problems. It is designed to give you an appreciation for how these business disciplines work together in a business environment.

### **Skills:**

The class is team taught by two instructors. Some class meetings will be limited to the smaller 30-student groups assigned to each professor; others will involve the entire 60-student group meeting with both professors. The class will be conducted in an **active learning format** where you will be asked to participate. The role of the instructor is to help you develop critical business skills. These include:

- *Teamwork* Students will work on several assignments (cases and team exercises) in teams of no more than five people and will be scored on both on the quality of the final output as well as their team contribution.
- *Develop writing skills* Student teams will collaborate on written assignments and editing for a number of case studies. In addition there will be other individual writing assignments.
- *Effective oral presentation skills* Each team will formally present *one* of the cases to the class. Each team will receive the case assignment from their instructor. Members of the team may or may not be graded individually on their part of the case presentation. You will have many opportunities to contribute to class discussion.
- *Review Lower Division Core* You will work in teams on several cases that will require you to integrate materials across the lower division core.
- *Strategic, critical, cross-functional and ethical thinking* Many of the exercises and the cases in the class will require you to apply strategic, cross-functional, or ethical thinking. You will be required to demonstrate mastery of such thinking skills on both individual and team assignments.

### **Learning Rhythms and Patterns:**

I tend neither to read nor summarize the required materials in class. I tend to offer clarifications, differences of perspectives, or explorations of the core material. Students will need to have mastered necessary skills in reading comprehension, retention, and recall. Each class session will generally begin with an opportunity to ask various questions regarding the required reading materials or topics from the previous class session. Each class session is generally oriented around a learning theme. The textbook

materials support the core ideas of that theme, the peer-reviewed and other materials support key theories of that theme, and the non-peer-reviewed and other materials support key ideas in practice or working examples.

**Additional Materials:**

Please procure four large-format green books. The quizzes and/or exercises may require a green book. Please bring 1), a blue or black pen and 2), a number 2 pencil to each class session

**Test Material:**

There will be at least four quizzes (all of which will be unannounced ahead of time). Each quiz will cover general material from the lower-division core courses, assigned readings, cases, or classroom discussions. Due to time constraints, we may not be able to cover each and every aspect of the chapter readings or assigned readings in class. Regardless, you are responsible for all the chapter material (i.e., it is “fair game” for the quiz) unless explicitly directed otherwise by the instructor. Each class session will likely begin with an opportunity to ask questions about specific topics in the reading material, including vocabulary. **No make-up quizzes** will be given. *Please bring a green-book with you to class each day.*

Individual and team assignments will generally be graded on a simple point scheme (“scoring rubric”) enumerated within each assignment. Both individual and team assignments are due immediately at the beginning of the class. I will make a “last call” announcement at the beginning of class. Any individual or team assignments that are submitted after the beginning of class are assessed a 50% point penalty. No individual or team assignments will be accepted late after one day without a signed note from a medical doctor or public safety official.

*Important!:* Be sure to keep a copy of all quizzes and papers (in other words, anything you turn in) so that in the unlikely event that it becomes misplaced, you can show it to the instructor as proof of completion.

**Team Evaluations:**

After each case, each student will evaluate (objectively and subjectively) the performance (including improvements from prior team assignments) of each of the other members of her or his team.

**Grading System:**

The contribution of each component to the final letter grade will be based on the following breakdown:

Category	Type of Performance	Description of Class Component	Relative Weight
Work Habits and Participation	Individual	Evaluation by Instructor (in-class)	5%
	Team	Evaluation by Team (out-of-class)	5%

Problem Solving, and Critical Thinking	Individual	Pop quizzes primarily on technical content	10%
		Ethics Essay (content)	10%
	Team	Average of content scores for all written cases	25%
Written and Oral Communication	Individual	Pop quizzes primarily on communication	10%
		Ethics Essay (writing)	10%
	Team	Average of writing scores for all written cases	10%
		Options Presentation	5%
		Case Presentation	5%
		Case Discussion	5%

As to work habits and participation, individual performance is measured by my observations of your behavior in class; similarly, team performance is measured by your team's observations of your behavior within your team. Individual performance refers to work completed individually, such as essays and quizzes. Team performance refers to work completed as a team, such as written case reports and presentations.

The relative weights for multiple, individual components (such as quizzes) are apportioned evenly. The BUS 302 faculty strive for some uniformity in final letter grading distributions. Therefore, students are ranked in class by weighted points. I will strive to provide not only the mean and standard deviation, but also an approximate letter grades for most assignments. These letter grades can be used as a guide as to help assess your relative performance in class.

Statistically, the scores for individual-based components exhibit more variation than the scores for team-based components. Also, my observation of student work in prior semesters indicates the scores for writing exhibit more variation than the scores for technical content. Each student has the same opportunity to earn high marks on all components. Students should study diligently and strive for high marks on a persistent basis. All of your work matters. There is no "non-important" work in this course.

Grades will be assigned based on the following (plus/minus suffixes will be used):

Letter grade you earn	University interpretation	"Real World" interpretation
A	Exceptional	Promote early
B	Very Good	Retain and provide merit pay increases
C	Average	Retain and provide cost of living increases only
D	Barely Passing	Let go when replacement is found
F	Failure	Fire immediately

I do not discuss any aspect of scores or grades via telephone or email after the last class session.

**Classroom Disruptions:**

Please ensure that the audio portion (“ringtone”) of your cell phone is off during class. You may use a computer to take notes if you wish, but there may be times when I will require you to turn it off. Any cheating in class will result in a failed exam, an “F” in the course, and a letter from the Associate Vice-President of Student Affairs recommending that the student be expelled from the University.

**University Absences and Disabilities:**

If you plan to be absent from class for a University-approved activity, such as athletics, please see me during the first week of class. Similarly, if you need special assistance with exams or are disabled as defined by the University, please see me during the first week of class. If you wish to record any part of the classroom lectures, please see me during the first week of class.

I have minor hearing loss in my right ear. If you wish to speak, please raise your hand and wait until I call on you. It helps me to be able to see you before you begin your question. Thank you in advance.