

Course Syllabus (tentative)
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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

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.

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:

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 group 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 scantrons (regular size, form 882) and four large-format blue books. The tests may require one or both of these materials. 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, material from other assigned readings, or material from the technical or case material in the required textbooks. 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 exam) 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 exams** will be given. *Please bring a scantron and blue-book with you to class each day.*

Individual and group assignments will generally be graded on simple point scheme (“scoring rubric”) enumerated within each assignment. No individual or group assignments will be accepted late.

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 group assignments) of each of the other members of her or his group.

Grading System:

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

Component	Relative Weight
Participation and Work Habits	
Individual performance	5%
Group performance	5%
Module I. – Teamwork, Problem Solving and Critical Thinking	
Individual performance	20%
Group performance	25%
Module II. – Written and Oral Communication	
Individual performance	20%
Group performance	25%

The component details of each part of the scoring system will be discussed in the first class. It is important for each student to do her/his best work on each and every part of this course.

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

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 *grades* via email after the end of the semester.

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.