

BUS 370
Management Information Systems
Spring 2017

Section 1: 8:00am - 9:15am M/W CPS 310
Section 2: 9:35am - 10:50am M/W SCI A109
Section 3: 12:35pm - 1:50pm M/W CPS 310



COURSE SYLLABUS

Last Updated 1/22/17 Sun

Professor: Dr. Nikolaus Butz **Office:** CPS 417
E-Mail: nbutz@uwsp.edu* **Office Hours:** MW 11:00 – 12:30pm
Phone: 715-346-3420 (Direct) (also by appt)
715-346-2728 (SBE Division Line)

Contact Note: *Include your meeting time at the end of each email. (e.g., 8:00am). Estimated response time is 2 business days. If no reply is received in this time, please call or retransmit the email. Email is the preferred communication method.

Final Exam Time: Section 1 (normally meets 8:00am) Thursday, May 18th 10:15-12:15 CPS 310
Section 2 (normally meets 9:35am) Tuesday, May 16th 2:45-4:45 SCI A109
Section 3 (normally meets 12:35pm) Monday, May 15th 10:15-12:15 CPS 310

COURSE DETAILS

Prerequisites: BUS 320: Principles of Management **Credits Available:** 3
BUS 325: Organizational Behavior
BUS 330: Principles of Marketing

Required Text(s): *Management Information Systems* (McGraw-Hill, 2016)
Curated text collection by Butz, N.
ISBN-13: 978-1-308-77317-9

Required Tool(s): D2L (UWSP's Online Learning Management System).
Microsoft Office Suite.

Optional Tools: None.

COURSE AND SYLLABUS REVISIONS CLAUSE

The instructor reserves the right to include additional content or make other revisions to the course, schedule, or syllabus as necessary. These changes may occur at any time during the semester. Students will always be made aware of these changes via an in-class announcement, D2L post, email, or some combination of these.

COURSE: BUS 370

CATALOGUE DESCRIPTION. This course integrates the topics of management, marketing, organizational structure, and systems theory. A thorough understanding of these topics is essential for optimal utilization of an organization's information resources. Computer hardware and software, telecommunications, spreadsheet, and database concepts are emphasized. The students and instructor will also investigate the application of e-commerce business models to achieve competitiveness in global business environments. When applied correctly, the topics and skills covered in this course have the potential to improve performance within organizations of any size, large or small.

COURSE GOALS. The major goal of this course is to provide students with an introduction to the field of Management Information Systems (MIS). Decision making is an important part of a manager's job and MIS can improve the quality of those decisions. Understanding MIS terminology and learning how to navigate technology trends is essential. Additionally, MIS can increase productivity, which can provide a competitive advantage. This course was designed to improve students' knowledge base in MIS as well as increase their technical skills.

LEARNING OBJECTIVES

1. Develop a working knowledge base of terminology within the fields of MIS and computer systems.
2. Explain the role MIS plays in efficiency and effectiveness of meeting organizational goals.
3. Explore the use of system analysis and system development methodologies.
4. Conduct and interpret spreadsheet analyses.
5. Demonstrate knowledge of the components and functions of spreadsheets and database systems.
6. Identify security, privacy, and ethical issues associated with MIS.
7. Evaluate the opportunities for global competitive advantage associated with the use of MIS.

ACADEMIC UNIT: SCHOOL OF BUSINESS & ECONOMICS

MISSION AND LEARNING OUTCOMES. The UWSP School of Business and Economics educates and inspires students and prepares graduates for success in positions of leadership and responsibility. We serve the students, businesses, economy, and people of the greater central Wisconsin region. Our students achieve an understanding of regional opportunities that exist within the global economy. Evidence of our graduates' level of preparation will be found in their ability to:

- Analyze and solve business and economics problems
- Understand the opportunities and consequences associated with globalization
- Appreciate the importance of behaving professionally and ethically
- Communicate effectively

ACCREDITATION: The Association to Advance Collegiate Schools of Business

COURSE OUTCOMES LINKED TO PROGRAM LEARNING OUTCOMES (PLO)

<p>PLO 1: Students will be able to apply core concepts, models, and methods from business, accounting, and economics in identifying and solving problems.</p> <p>PLO 4b: Students will be able to successfully write an effective professional report.</p>	<p>Construct tables and charts using Excel for data analysis and explain findings in a memo. Master key concepts and terms relevant to MIS.</p>
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<p>PLO 1: Students will be able to apply core concepts, models, and methods from business, accounting, and economics in identifying and solving problems.</p> <p>PLO 3b: Students will be able to work effectively with others in team settings.</p> <p>PLO 4a: Students will be able to craft and present an effective professional oral presentation.</p>	<p>Evaluate the opportunities for competitive advantage associated through the completion of MIS in a team-based project.</p>
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COURSE FORMAT

The course will be taught with a combination of lectures and class discussions based on assigned readings, skill building exercises, application assignments, and group or individual case studies/company research. Students are encouraged to actively participate in class, ask questions, and stimulate the thinking of all those in the classroom. Oral presentations and written reports will also be required. Quizzes and Exams will be used to evaluate students' understanding of the course content.

It is necessary for students to complete the assigned readings and/or other required tasks no later than the beginning of class on the corresponding due dates (see "Course Calendar"). Doing so is key to synthesizing the concepts from the lectures and the readings, performing well on the exams/quizzes, and participating meaningfully in class.

Should you disagree with anything that occurs during class or feel uncomfortable with anything related to the course please discuss the matter with the instructor as soon as possible. If the source of unease or perceived injustice occurs during a particular class session, please speak with the instructor immediately after class. If you are unable to see the instructor after class, make an appointment to do so as soon as possible. The chain of command for addressing any grievances must be followed in order as follows: The Instructor > The School of Business & Economics Chairperson > The Dean of College of Professional Studies > The Associate Vice Chancellor for Teaching & Learning.

COURSE WEBSITES

Desire to Learn (D2L) will be used for this course. It is essential that you have access to the course D2L site and that you check it regularly during the semester for announcements and additional materials. D2L will also be used to communicate with you when needed. Please make sure that your email address on file is one that you check frequently. Should there be any changes to the schedule, these will be posted on D2L. Grades will also be recorded on D2L. PowerPoints of the lectures will be posted on D2L for your review. However, please note, PowerPoints will not be made available until after they have been covered in class.

STUDENT RESPONSIBILITY TO KNOW WHAT IS REQUIRED

Student performance will involve completion of the items listed in the "Grading" section below. These tasks will be communicated to students in class, on the syllabus, on the course calendar, and/or on D2L. Please note, all items that appear on the syllabus/course calendar are expected to be completed on time, whether or not the instructor announces them in class. It is the students' responsibility to know what is required and where to look on the syllabus, course calendar, or D2L in order to locate the necessary information. If there are any questions, students are encouraged to email the instructor.

Students should check the syllabus/course calendar often so as to be aware of any changes. The "Last Updated" date is prominently displayed at the top of both of these documents. Comparing the date of your copy with that of the version available on D2L will show whether or not you are using the most recent draft. Some impromptu course points may be given without prior warning. If implement, these impromptu

points will not be stated on the syllabus/course calendar. As a rule, impromptu points, when implemented, will not constitute a significant percentage of a student's final grade (i.e., $\leq 10\%$ for each instance).

Unless approval is granted **prior to** being gone, there will be **no make-ups** for quizzes, in-class exercises, impromptu points, or assignments that are collected on a day that a student is absent. **Students are responsible for all material** covered in class and disseminated through other means, **regardless of their presence in class** when the information was taught. More information on absences is provided in the "Attendance" section below.

RESEARCH PARTICIPATION

During the course of the semester you **may have the opportunity to participate in a research project**. Participation will likely involve **completing a survey**. Extra credit or other appropriate incentives may be offered. It is always your choice whether or not to participate. **Students' decision to complete, or not complete, the research activity will have no effect on their grade.**

EXAMINATIONS

A list of the course examinations and their point values is given in the "**Grading**" section below. The exams will consist **entirely of multiple choice questions** drawn from the information and topics covered within the Unit. By definition, a Unit is the collection of chapters and topics covered leading up to the exam. Each chapter covered in the exam will contribute an approximately equal number of questions.

The **final exam is comprehensive**, requiring you to draw upon all of the material from the first through the last unit. Excluding the final exam, **each exam provides students an opportunity to earn bonus points** by completing more multiple choice questions than the overall points possible. This is done to offset particularly challenging questions, questions that might not have been covered fully, or questions with poor wording.

Exam questions will be drawn from the book, from the instructor's PowerPoints, and from the material presented/discussed in class and on D2L. Please note, the PowerPoints do not cover all that is in the book and on the exams. To perform well on the exams, it is important to read and study the course terms, concepts, and theories as presented in the sources mentioned above. Unless told specifically by the instructor to skip certain topics, students are responsible for all content found in the course resources, whether or not the material is covered in class.

REVIEWING & DISPUTING EXAMINATIONS

Students will **not be permitted to retain their past exams** or review their test booklets aside from the class time allotted for this purpose. It is **forbidden for students to take photographs** of their exams or the exam debriefing PowerPoints. Students caught doing so will receive a zero on the exam.

Students can petition the instructor via email to review their past exam outside of class. Permission for these special appointments is at the instructor's discretion. If an outside exam review session is granted, the student is only permitted to **read through his or her own exam, without taking notes or highlighting** the book or any other study materials. No electronic devices are allowed during outside exam review sessions. The last day that students can review past exams, even by special appointment, is **listed on the course calendar**.

Generally, **disputes involving individual exam questions are not permitted** due to the bonus point opportunities built into each exam to offset possible unfairness. If there are any remaining disputes of test questions, these appeals must be hand written and submitted to the instructor by the end of class on the day the exam is reviewed.

EXAMINATION RESCHEDULING/MAKE-UPS

Exam rescheduling/make-ups for a scheduled exam will be given only in cases where the student has a valid excuse and he or she has **contacted the instructor before the exam is administered**. Valid reasons for rescheduling are military service, verifiable illness, university-related travel or events (academic, club, or athletic), “major” religious observances (e.g., observances inherent to the following religions: Armenian Apostolic, Baha'i, Buddhist, Christian, Coptic, Eastern Orthodox, Hindu, Islamic, Jain, Jewish, Native American, Sikh, or Zoroastrian), and medical or family emergencies. More information on excused absences is provided in the **“Attendance”** section below.

All “valid reasons” must be supported with a physical **“source document”** that can be kept in the course records. More information on what qualifies as a source document can be found in the **“Attendance”** section below. **Exam rescheduling/make-ups will ONLY be permitted with a source document AND successful contact with the instructor prior to the exam.**

If the circumstances are unexpected making it impossible for the student to inform the instructor beforehand, the student has **48 hours** from the time the exam was administered to contact the instructor and request a make-up. **All reschedule/make-up requests must be submitted via email**, simply talking with the instructor after class is not sufficient. The requirement of sending requests via email applies to reschedule petitions made before the exam is administered as well as those submitted within the 48 hour grace period.

FINAL EXAM RESCHEDULING/MAKE-UPS. You may request to **reschedule the final exam** if and only if you have an unavoidable conflict or UWSP policy permits you to reschedule the final exam (i.e., scheduled for three final exams within a 24-hour period). Desire to be out of town sooner will not be a sufficient reason to for taking the final exam at a time other than that posted by the registrar.

Course policies regarding source documents and the 48 hour grace period still apply when attempting to reschedule the final exam. **The last day to request an alternative final exam time is posted on the “Course Calendar.”** The only options for alternative final exam appointments are the time slots in which Final Exams are offered for the other classes that the instructor teaches this term. If the instructor has more than one section of the current course this term, the Final Exam times for these other sections can be found on the front page of the syllabus. You may also inquire via email if there are other open Final Exam times for classes taught by the instructor besides this course and its possible sections.

A new, alternative final exam appointment time will only be created if the student can verify that he or she has schedule conflicts with **his or her original final exam** time **AND** all of the **final exam times for the other classes that the instructor teaches this term**. Misrepresenting facts regarding why a rescheduled/make-up exam is being requested, may result in a failing grade on the exam, and in the course.

ATTENDANCE

Attendance is a graded component of this course. To receive full attendance points for a given day, you must be present at least 50% of the class time. No credit is given when a late arrival or early departure results in students missing the moment when attendance is taken. If you were present in class, but technical difficulties or personal forgetfulness prevented you from completing the attendance check, you must **notify the instructor within 1 hour of the end of the class**. Any appeals made after 1 hour will be denied.

Attendance credit for a missed or partially-attended class is **only possible for “excused” circumstances** that are **communicated to the instructor prior to class and supported by a source document**. More information on excused absences is provided below. If the circumstances are unexpected making it impossible for the student to inform the instructor beforehand, the student has **48 hours** from the missed class session to contact the instructor. **All communication regarding missed classes must be documented in an email** from the student to the instructor, simply talking with the instructor is not sufficient.

The university allows students some time at the beginning of each term to make changes to their schedule; therefore, attendance will not be graded on the first class session. Attendance will also

not be graded on examination days. The **“Course Calendar” shows precisely the attendance points** that can be earned by being present at individual class sessions.

More attendance points can be earned beyond the maximum threshold listed in the “Grading” section below. Any attendance points earned beyond this maximum threshold will be counted as extra credit. The maximum extra credit points available is the same for classes that meet two days a week as it is for classes that meet three days a week. This provides leeway for absences.

- Students in a class that meets twice a week can earn perfect attendance while missing 2 days
- Students in a class that meets 3 times per week earn perfect attendance while missing 3 days

Given that students can miss 1 full week before her or she falls below the maximum threshold of available attendance points, **it is not necessary for students to contact the instructor regarding missing a single class session when that missed class session is still within the number of allowed absences indicated in the bulleted statements above.** Once a student’s absences exceed the number of allowed absences indicated above then he or she should email the professor if the reason for being gone qualifies as an **excused absence** AND he or she **can provide a source document** to support the request for excused status (see below). If the reason for being gone **does not qualify** as an excused absence or he or she does not have a valid source document, then the student does not need to email the professor because he or she will not receive attendance credit for that day anyway—being that the absence is considered unexcused. If students anticipate having a high number of absences above the number in the bulleted statements above, it is highly recommended that students consider taking the course during a different term when they have more time or when other conflicting circumstances have changed.

In cases when being gone qualifies as an excused absence, but the student had not exceeded the number of allowed absences for the semester, no adjustment will be made to the student’s attendance grade because at this point, his or her attendance score does not fall below the maximum threshold. In short, even when absences are for a legitimate reason, being gone from class does not justify earning “extra credit.” For this reason, **approved excused absence will not be applied to one’s grade until the end of the term because it first must be determined whether or not the student needs an excused absence after all of the graded attendance days have occurred.** In summary, up to the number of days listed in the bulleted statements above, students will not receive attendance points when they are gone, regardless of the reason.

Attendance Adjustment Request. When students miss beyond the number of allowed absences and there is a mix of excused and unexcused absences, then the student must **send an Attendance Adjustment Request email to the professor.** The Attendance Adjustment Request email must be sent **no later than the date listed on the course calendar.** If you know the excused days that you are going to be gone in advance (e.g., an established club, game, travel, or practice schedules, religious observances, military service), please send the Attendance Adjustment Request email to the professor as soon as the dates are known to you. This can be before you actually miss any days. All attendance adjustment requests should include **“source documents”** that support the student’s petition. More information on what qualifies as a source document can be found in the **“Source Document”** section below.

If any unexcused absences occurred during the term, students should list these on the Attendance Adjustment Request as well. **Attendance Adjustment Requests will only be accepted if more than the allowed absences were missed. Additional points will only be provided up to the maximum threshold, not beyond** (i.e., no extra credit will be given). Misrepresenting facts regarding an absence may result in a grade penalty. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. The Attendance Adjustment Request email should be formatted as follows:

To: nbutz@uwsp.edu
From: your.name@uwsp.edu
Subject: Attendance Adjustment – BUS 370 8:00am

Dear Dr. Butz,

Please accept this Attendance Adjustment Request for BUS 370 8:00am.

Date Gone – Reason – Absence Contact Person/Email

9/28/2016 – UWSP Basketball – Coach Carter/coach.carter@uwsp.edu

10/20/2016 – Unexcused absence

10/22/2016 – Military Service – Sgt. Pepper/s.pepper@arm.gov

11/17/2016 – UWSP Drama Practice – Prof. Stage/sammy.stage@uwsp.edu

12/14/2016 – Illness – Dr. Sniffles/sarah.sniffles@gothamgeneralhospital.gov

Thank you,

Your name

BUS 370 8:00am

SOURCE DOCUMENTS. All attendance adjustment requests and/or requests for exam rescheduling/make-ups must be supported with a physical “source document” that can be kept in the course records. Examples of acceptable source documents include: a practice or game schedule, an email confirming conference registration, a doctor’s note, a note or email from the party requiring your attendance elsewhere. Students who do not have any of the source documents described above can petition the instructor via email to approve an exam reschedule/make-up using an alternative source document. Approval of such requests is at the instructor’s discretion. An airline reservation or itinerary does not qualify as a source document unless the booking date was before the first day of the term. Approval of excused absences (attendance adjustment requests) and/or requests for exam rescheduling/make-ups will ONLY be permitted with a source document AND successful contact with the instructor prior to the date or dates in question. The 48 hour grace period policy remains applicable for unexpected circumstances.

ATTENDANCE EXAMPLES. If there are 22 days when attendance is graded in a class that meets twice a week, then the maximum threshold would be 20 days. This is calculated as such because, as indicated in the bulleted statements above, 2 absences are allowed for everyone, regardless of the reason for being gone. If a student decides to sleep in twice (unexcused absences), he or she will still earn an attendance score of 20/20. If a student never misses a day, he or she can earn “extra credit” for attending 2 days beyond the maximum threshold, 22/20. If a student misses 1 day for an excused reason, he or she will still earn an attendance store of 21/20, not 22/20. This is because being gone from class does not justifying earning “extra credit.” If a student misses four days with the first two being unexcused and the second two being excused, then he or she should email the professor prior to absences number 3 and 4 (the excused ones) to indicate the reason for his or her excused absences, and if done so, an attendance score of 20/20 will be earned. If a student misses four days with the first two being for an excused reason and the second two for an unexcused reason, then he or she will need to send the professor an **Attendance Adjustment Request (see above)** and submit it to the professor **prior to the day indicated on the course calendrer**. This will still result in an attendance score of 20/20.

Excused Absences. Excused absences include military service, verifiable illness, university-related travel or events (academic, club, or athletic), “major” religious observances (e.g., observances inherent to the following religions: Armenian Apostolic, Baha'i, Buddhist, Christian, Coptic, Eastern Orthodox, Hindu, Islamic, Jain, Jewish, Native American, Sikh, or Zoroastrian), and medical or family emergencies. **The student must log his or her own absences. The instructor will not keep track of individual student emails sent over the course of the semester.** For this reason, it is recommended that students CC one’s self on emails to the professor.

This will prove helpful for the student if he or she needs to prepare and submit an Attendance Adjustment Request. The table below can be used to determine whether or not an absence might be considered excused:

Excused Absences	Excused under special circumstances	Not Excused
<ul style="list-style-type: none"> • military service • illness (with a Dr.'s note) • university-related activities (academic, club, or athletic) • "major" religious observances (e.g., observances inherent to the following religions: Armenian Apostolic, Baha'i, Buddhist, Christian, Coptic, Eastern Orthodox, Hindu, Islamic, Jain, Jewish, Native American, Sikh, or Zoroastrian) • emergencies (medical or family) 	<ul style="list-style-type: none"> • conference attendance • job interviews • travel 	<ul style="list-style-type: none"> • skipping • sleeping in • scheduled to work

Only students with **excused absences backed by source documents**, may seek **course allowances**, such as **rescheduling an exam**, **obtaining missed bonus points**, or **submitting an assignment that was due on the day of the student's absence**. If seeking a course allowance, the student must **email the instructor prior to the date in question**. In most cases, the events that qualify as excused absences are those that students are aware of for some time in advance (e.g., military service, university-related academic, club, or athletic events, and religious observances). If the student has the ability to know the date of the event in advance (i.e., the event can be found on an available calendar or schedule), but the student fails to notify the instructor prior to the date, the event will no longer qualify as an excused absence.

If the circumstances are unexpected making it impossible for the student to inform the instructor beforehand, the student has **48 hours** to request **excused** absence status. As noted above, it is only necessary to request **excused** absence status if seeking a course allowance or if you have exceeded the number of allowed absences for the semester. All excused absences must be backed by an appropriate source document.

Regardless of your attendance, you are expected to be familiar with what is presented in class. Exams may include information from the textbook as well as what is discussed in class, not all of which is necessarily on the posted PowerPoints. **If you choose to be absent, be sure to consult with students who were present in order to make sure you have all the information you may need from the class.**

PARTICIPATION

The key to having a great semester in this class is the informed, willing, and engaged participation of all students. You will ultimately learn more and the time spent in class will be more enjoyable if everyone participates fully. Be prepared to volunteer questions and reactions regarding information from the textbook chapters, supplementary readings, and ideas brought up during class. Successful participation is achieved through consistent, daily contribution to class discussion. Merely coming to class is not the same as participating. **For this course, participation is not explicitly graded; however, it will be considered when evaluating close calls in final grades.**

CLASSROOM COURTESY

POSITIVE LEARNING ENVIRONMENT. It is my goal to provide a safe and nurturing learning environment for all students. Therefore, breaches of classroom courtesy are defined as any behaviors that are

disruptive to the learning environment. The following examples provide a foundational description of classroom courtesy:

- Displaying respect for others is required at all times. It is not required that you share the perspectives of your classmates, but rather that you do not discredit their right to have their own opinion. Expressing alternate viewpoints is important, but this should be done in a collegial manner.
- Side discussions, listening to head phones, sleeping in class, and abusive language is considered disruptive behavior.
- No shouting, no profane language, no verbal or physical threats, no intimidation of any kind.
- Not arriving to class under the influence of any alcohol or drugs

DEVICE USE. Cell phones, tablets, laptops, or any other electronic devices, while permitted in class, must be used in a way that is not disruptive to the class. Electronic devices are to be used only for note taking and to participate in class. **Texting, checking social media, email, etc. is not permitted.** If you are using technology inappropriately, you will be asked to put your device away for the remainder of the class session. If you or those around you appear severely distracted by an electronic device at any time, the instructor may ask you to show the content of your screen or to leave the classroom. Either circumstance will result in the loss of attendance points for the day.

UNTIMELY ARRIVALS/DEPARTURES. Please come to class on time. If you must enter class late or leave early, please do so as quietly as possible. Students should inform the instructor via email prior to class if he or she must arrive late or leave early.

CONSEQUENCE. The instructor reserves the right to ask students to leave the class or to issue grade penalties for misconduct. Grade penalties are not given lightly and not without clear and justifiable cause. Grade penalties will only be applied in cases where the student has, without question, diminished the learning environment for others. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. Any continued disruptive behavior may result in a referral to the Dean of Students office.

EXTRA CREDIT

Students may be given the opportunity to earn bonus points throughout the semester. The availability of bonus points will be based on class pace, activities, and other circumstances. **There is no guarantee that bonus points will be offered.** When available, bonus point opportunities will be announced publicly in class or via D2L. **No bonus point opportunities will be developed for individual students.** That is, any request to earn bonus points by means of an activity that has not been publicized or offered to all enrolled students will be denied. Being absent from class automatically forfeits your right to earn the bonus points that were offered on the day you were gone. Exceptions for excused absences may be made at the instructor's discretion.

CLASS VIDEO RECORDINGS/PHOTOGRAPHS

At no time may a student (or the professor) take a photo, video, or audio recording in a regular class session without obtaining prior approval (written or verbal) from all individuals in attendance. The only exception is administrative documentation of the examination environment. That is, Exams may be video recorded or photographed by the instructor without prior consent from students. Recordings/photographs of exams will be taken for the sole purpose of resolving any possible disputes that may arise regarding exams or academic integrity. Exam recordings/photographs will never be shared publicly. Once the record maintenance period has expired, all exam recordings/photographs will be permanently erased.

ASSIGNMENTS

OVERVIEW. In general, earning points in this course involves the following tasks (see the "**Grading**" section below for a detailed breakdown of the points allocated to each item):

1. Attendance (consult the “Attendance” section for policy details and the “Course Calendar” for information in which days are graded & the number of points available per day)
2. SBE Events
3. Chapter Quizzes
4. Presentation Quizzes
5. Individual Assignments
 - Current events
 - Lab assignments
6. Group Assignments
 - Group contract
 - Group Papers (5 Forces & Strategy Formulation)
 - Group Presentations (5 Forces & Strategy Formulation)
 - Peer Evaluation
7. Exams (Described in the “Exams” section above)

SBE EVENTS. For this course, you must **attend 2 official SBE Events**. The 1st event must be completed before the mid-semester cutoff date, approximately the end of Week 7, which this semester is Friday Mar 10, 2017

A 2nd event must be completed before the end-of-semester cutoff date. This date is approximately the last Friday of normal class. If the final exam period begins on Week 15, then the SBE event cutoff date will typically be the Friday of Week 14. If the final exam period begins after Week 15, then the SBE cutoff date will typically be the Friday of Week 15. It is estimated that this semester the end-of-semester cutoff date will be Friday May 12, 2017

If you go to extra events before mid-semester cutoff date, those credits will carry over into the second half of the semester. See the “**Grading” section** for details regarding the number of points that attendance at each SBE Event will contribute towards your final grade. I will receive reports confirming your attendance after the mid- and end-of-semester cutoff dates. Please **do not send me your individual event attendance.**

You can visit the SBE Events web site for announcements of upcoming SBE Events (<http://business.uwsp.edu/events>). More information is also available on social media:

- Facebook: [UWSP School of Business & Economics](#)
- Twitter: [@UWSPBusiness](#)

When you attend an event, it is your responsibility to sign in with your Point Card. Attendance at SBE Events will be confirmed via email and update on the SBE Events website. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events.

If you have **multiple courses with SBE Events requirements**, it is your responsibility to make sure you **attend enough events for each course**. For example, if you are in two courses, each requiring two SBE Events, you must attend four events total. In short, you will not receive credit for a single event in multiple courses. **If you have not attended enough events to cover all of your courses, your attendance will be allocated to your courses in alpha-numeric order.**

CHAPTER QUIZZES. Students are required to complete **one quiz for each chapter** covered in the textbook. The quizzes will be **administered online using D2L**. All of the question will be presented in a closed-ended format, meaning that students must choose their response from a list of answer choices (e.g., multiple-choice, true/false, matching, etc). See the “**Grading” section** below for information on the point value of each quiz.

Quiz questions will be drawn **entirely from the textbook chapters**. The quizzes will be made available on D2L no later than Friday evening on the week before the chapter is to be covered in class. Students will

have **until 11:59pm on the day listed on the “Course Calendar” to complete the quiz** for that chapter. The selection of content solely from the textbook as well as the timing of its availability prior to the first in-class lecture were purposefully chosen to encourage students to complete the quiz, and as such, read the chapter, prior to it being covered in class, which would better prepare the student to participate. As noted above, this is not required, but rather recommended.

It is the student’s responsibility to email the instructor immediately if he or she encounters technical difficulties while completing the quiz. This is to be done regardless of the hour at which these technical difficulties occur. Any requests to reopen the quiz for technical difficulties or other reasons that are received after 11:59pm, plus a 5-minute grace period, on the date the quiz is due will not be honored. No time extensions will be given as multiple days are provided to complete each quiz and students should be able to budget their time and complete the quiz within the allotted time frame. **Also, the lowest quiz score will be dropped, and therefore, students are expected to “use” their “drop” to offset a missed quiz if needed.**

Allowances may be made if a student feels he or she missed the quiz for “excused” reasons AND can provide appropriate source documentation supporting their unavailability during the entire quiz duration. More information on excused absences and source documents can be found in the **“Attendance”** section. Even if an allowance is granted standard late penalties will apply (see **“Late Work”** section).

Student will have **only one attempt to complete each quiz** during the time frame for which it is available. **There is a time limit for each quiz, which is cleared stated on the Quiz link within D2L.** The instructor may change the time limit from quiz to quiz to account for variations in chapter difficulty, past student performance, or verbal/written student feedback. The time limit is set so that **students must complete the quiz within one sitting;** however, the intent is to provide enough time so that students can consult the textbook chapter when answering questions. In short, to do well on the quiz within the time limit you should have read the chapter prior to beginning the quiz so that you know where to look for answers, yet complete memorization of the chapter is not required or expected. **Quiz answers will be released solely based on the instructor’s discretion.**

PRESENTATION QUIZZES. Students are required to complete **two presentation quiz fore each set of peer group presentations (5 Forces + Strategy Formulation; 4 quizzes total)**. These quizzes will be completed in class on scratch paper at the end of the peer presentations on each day that peer presentations are given. The questions will be drawn from the student presentations given that day. No make-up presentation quizzes will be allowed. **Also, the lowest quiz score will be dropped, and therefore, students are expected to “use” their “drop” to offset a missed quiz if needed.**

INDIVIDUAL ASSIGNMENTS. Most class sessions will begin with a short block of time to discuss current event in business. Homework for this course includes finding a current events article related to the course topics and leading a short class discussion about the article.

In addition to the current event assignment, there are three application assignments that are to be completed individually by each student. These assignments provide students with a **hands-on learning experience** in which they practice using an application of the information systems covered within the Instructional Unit. **A Lab Day will be held at least once per unit** in which instruction will be provided about the information systems application that students will be required to use to complete their assignment. Additional **guidelines describing the specific requirements for each lab assignment will be posted on D2L** after the Lab Day for the given application has occurred. The precise dates of each Lab Day can be found on the “Course Calendar.”

GROUP ASSIGNMENTS. This course requires student to work effectively in teams. Student will be assigned to teams based on their personality profile. Once formed, each team will be required to draft a group contract outlining members' responsibilities as well as consequences for inaction and/or misbehavior. The contract will be reviewed by the instructor and revisions may be suggested. All group members must sign the final draft of the group contract.

Group assignments will include two round of research pertaining to a company assigned to the team by the instructor. For each round of research, the team will prepare a **paper and an accompanying presentation**. The **paper and presentation for each round of research are due on the same day. See the "Course Calendar" for the precise due dates for each round.** In general, the first round of research will have teams apply Porter's Five Forces to the industry in which their company competes. The second round of research will have teams forming strategic recommendation for their company based on what the learned in the first round. Additional **guidelines describing the specific content, formatting, and length requirements of each round will be posted on D2L** after team formation is complete. A sample rubric, which will be used to grade group papers, is also available. A third resource that has been posted on D2L is a description of the instructor's writing expectations. This document provides basic guidance on **APA format**, which is required for the group paper.

The content of this project must be original and should not include material recycled from any other class projects, unless authorized. Furthermore, **Turnitin™ anti-plagiarism software will be used** to derive a "Similarity Percent" for each group's submission. This Similarity Percent indicates the percent of the submission that overlaps with previously written works. It might be helpful to think of the Similarity Percent like a golf score: the lower the better. To calculate the Similarity Percent, Turnitin™ checks papers against published works, websites, and a repository of student papers. Students can expect that any paper with a Similarity Percent of more than 10% will incur a grade penalty. Keep in mind, the Similarity Percent excludes bibliography information and properly cited quotes. Also, students should be aware that once their paper is checked by Turnitin™, it is added to the repository of student papers against which future submissions will be checked. Therefore, it is unwise to use papers from previous semesters or to allow students in subsequent semesters to use your paper.

Group Presentation. The group presentations should provide an overall **summary of the analysis your group conducted for the written report for each round**. Following the presentations, students should be prepared to answer any question regarding their findings. In addition, a presentation quiz will be given at the end of each day of group presentations. This quiz requires students to answer questions about the content of the presentations given that day (see **"Presentation Quizzes"** section above).

All group members must be in attendance when their paper is presented, and all group members must have a speaking part in the presentation. Please note, formal attire is not required but students are expected to appear tidy for their presentation. This includes **no jeans with holes, sweatpants, baseball caps, and no shirts with words or numbers.** Slides should be prepared using **PowerPoint. Videos** or other forms of multimedia can be used to enhance the delivery of your presentation.

Additional **guidelines describing the specific content, formatting, and length requirements of the presentations will be posted on D2L** after team formation is complete. A sample rubric, which will be used to grade group presentations, is also available.

Group Work Evaluation. When group work is evaluated, you and your groupmates will be given **one score** for your efforts. That is, **individual effort will not be graded unless otherwise stated by the instructor.** Group work is intended to be a positive learning experience for all those involved. Thus, in order to gather evidence of this, **all group members will be required to complete a Peer Group Evaluation form.** Your

ratings will not be disclosed to the other students in your group, so please be honest. The Peer Group Evaluation form will only be used for group activities associated with a course grade. The instructor reserves the right to make decisions after the Peer Group Evaluation form is due based on the responses received, even if less than 100% of the Peer Group Evaluation forms were submitted. If no peer group evaluation is received from any member(s) of the group, it will be assumed that the individual(s) who did not turn in the form were completely satisfied with their group members' contributions to the paper and presentation. **The Peer Group Evaluation form due dates for each team are listed on the "Course Calendar."**

Student who do not submit the Peer Group Evaluation will not earn any point for this activity. Submitting your Peer Group Evaluation, however, does not guarantee you will receive full point. The points you receive for the Peer Group Evaluation are calculated by multiply the total points possible by the mean percentage contribution score given to you by your teammates on their Peer Group Evaluation form. Scores will be rounded up to the near whole point. For example, if the Peer Group Evaluation is worth 25 point and your group member give you an average percentage contribution score of 87%, then you will receive 22 points for the Peer Group Evaluation ($25 * 0.87 = 21.75$ rounded up to 22).

Grade adjustments for all the group work assignments can applied at the instructor's discretion. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. Ideally, I hope not to apply any grade adjustments, but rather, I hope to address problems through mediation or changes in group membership. Therefore, **please notify the instructor immediately if you suspect that you have group member(s) who are not pulling their weight or if you are unhappy with your group for any other reason.** In order to seek the removal of a classmate from your group, you must submit a written petition to the instructor. All other group members must sign this document and state the reasons why you are requesting the removal of this individual. If you wish to be removed from a group, you must submit a written petition outlining the reasons for your request. **All requests to leave a group or petition to remove a member are due no later than one week before the first round of group research is to be presented.** Ultimately, it is the instructor's decision whether or not to modify the membership of the group.

GRADING

IMPORTANT: The items in the table below are listed by point value from low to high. The items are **NOT listed in order by due date**. All item due dates are presented in the "Course Calendar."

	<i>Points</i>	<i>Percent</i>	<i>Item</i>	<i>Category</i>	<i>Category Percent</i>
	10	1.00%	SBE Event #1 (Must attend before mid-semester cutoff date)	<i>SBE Events</i>	<i>2.00%</i>
	10	1.00%	SBE Event #2 (Must attend before end-of-semester cutoff date)		
<i>Drop Lowest</i>	15	1.50%	Ch. 1 Quiz	<i>Quizzes</i>	<i>14.40%</i>
	15	1.50%	Ch. 2 Quiz		
	15	1.50%	Ch. 3 Quiz		
	15	1.50%	Ch. 4 Quiz		
	15	1.50%	Ch. 5 Quiz		
	15	1.50%	Ch. 6 Quiz		
	15	1.50%	Ch. 7 Quiz		
	15	1.50%	Ch. 8 Quiz		
	--	---	Ch. 9 Quiz		
<i>Drop Lowest</i>	8	0.80%	5 Forces Peer Presentation Quiz 1		
	8	0.80%	5 Forces Peer Presentation Quiz 2		
	8	0.80%	Strategy Peer Presentation Quiz 1		
	--	---	Strategy Peer Presentation Quiz 2		
	10	1.00%	Share Current Events	<i>Indv. Asgmts</i>	<i>13.00%</i>
	40	4.00%	Lab Assignment 1		
	40	4.00%	Lab Assignment 2		
	40	4.00%	Lab Assignment 3		
	15	1.50%	Group Contract	<i>Group Asgmts</i>	<i>19.00%</i>
	25	2.50%	5 Forces Presentation		
	40	4.00%	5 Forces Paper		
	25	2.50%	Strategy Presentation		
	60	6.00%	Strategy Paper		
	25	2.50%	Peer Evaluation of Teamwork		
	96	9.60%	Attendance Pts (course calendar shows graded days & Pts per day)	<i>Attn'd</i>	<i>9.20%</i>
	100	10.00%	EXAM 1 (Ch. 1 - 3)	<i>Exams</i>	<i>42.00%</i>
	100	10.00%	EXAM 2 (Ch. 4 – 7)		
	100	10.00%	EXAM 3 (Ch. 6 – 9)		
	120	12.00%	FINAL EXAM (Comprehensive, Ch. 1 – 9)		
	1,000	100.00%	TOTALS		100.00%

Note: The instructor will strive to follow the points distribution above as closely as possible; however, please note, **deviations may occur** based on class pace, activities, and other circumstances. All deviations will be communicated to students.

PERFORMANCE EVALUATION AND GRADING SCALE

<i>Point Range</i>	<i>Course Grade</i>	<i>Percentage Range</i>
925 - 1,000 Points	A	92.5% - 100.0%
895 - 924 Points	A-	89.5% - 92.4%
865 - 894 Points	B+	86.5% - 89.4%
825 - 864 Points	B	82.5% - 86.4%
795 - 824 Points	B-	79.5% - 82.4%
765 - 794 Points	C+	76.5% - 79.4%
725 - 764 Points	C	72.5% - 76.4%
695 - 724 Points	C-	69.5% - 72.4%
665 - 694 Points	D+	66.5% - 69.4%
595 - 664 Points	D	59.5% - 66.4%
0 - 594 Points	F	0.0% - 59.4%

As shown in the grade distribution table above, **total point ranges will be used** to evaluate student performance. **There will be NO CURVE.** The instructor will strive to follow the grading scale above; however, please note, **deviations may occur** based on the total points assigned, overall class performance, and other circumstances. All deviations will be communicated to students.

This grading scale, which will be used to assign final course grades, features point ranges with a lower bound number that reflects a percentage cutoff 5 tenths below the nearest whole percentile. That is, the lower bounds of the point ranges are calculated such that when a student's score is divided by the total points available, a quotient with a tenths place value greater than or equal to 5 will be rounded up. This rounding procedure describes the extent to which grades can be adjusted, barring certain exceptional circumstances in which instructor discretion is required to address an atypical situation. Given that a uniform rounding procedure has been pre-applied to all enrolled students, any additional requests to round a grade will not be approved. As such, **please do not ask for additional grade adjustments.**

LATE WORK

All in-class and out-of-class assignments/point opportunities are due on the date indicated on the "Course Calendar." Alternative due date would be announced in class or on D2L. Unless stated otherwise, **all submissions are due at the beginning of the class period.** Permission to hand in late work must be obtained from the instructor via email. Barring "excused" circumstances, the instructor will deny late work appeals involving assignments for which students had 4 calendar weeks or more to complete.

Aside from any specific arrangements made with the instructor prior to the due date, **all late assignments will receive a 5 point deduction for each day after the original due date.** Please note, this late penalty is also imposed for days that the class does not meet, including weekends. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. **Late Submissions will not be accepted if 1.) they have zeroed out, meaning that the cumulative 5 point deductions have become greater than the total points possible, or 2.) the submission is more than one week late, whichever comes first. The last day to ask for credit is listed on the "Course Calendar."**

OTHER ADMINISTRATION DETAILS

ADA AND OTHER SUPPORT SERVICES

The **American Disabilities Act (ADA)** is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, see:

<http://www.uwsp.edu/dos/Pages/Information%20for%20Students.aspx>

If you have a disability and require classroom and/or exam accommodations, please register with the **Disability and Assistive Technology Center** and then contact me at the beginning of the course. I am happy to help in any way I can. If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can get more information by calling 715-346-3365 or visiting: <http://www.uwsp.edu/disability/Pages/default.aspx>

If you need healthcare, **UWSP Student Health Service** provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715-346-4646 or visit: <http://www.uwsp.edu/stuhealth/Pages/default.aspx>

College is an exciting and challenging time that brings both expected and unexpected stressors that can have a profound effect on a student's quality of life and academic performance. The **UWSP Counseling Center** is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit: <http://www.uwsp.edu/counseling/Pages/default.aspx>

In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students. For more additional information, please go to <http://www.uwsp.edu/dos/Pages/default.aspx>

Again, any special circumstances that are unique to you as a student/learner can be discussed with me at any time. Please make special arrangements to meet privately during my office hours.

UWSP COMMUNITY BILL OF RIGHTS AND RESPONSIBILITIES DOCUMENT

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students, staff, and faculty. This **set of expectations** is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to: <http://www.uwsp.edu/dos/Pages/Information%20for%20Students.aspx>

The office of the Registrar also has a policy on attendance. <http://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>

GRIEVANCES AND GRADE REVIEWS

Should you disagree with anything that occurs during class, feel uncomfortable at any time, or take issue with the syllabus, assignments, policies, expectations, etc. please **discuss the matter with the instructor as soon as possible**. If the source of unease or perceived injustice occurs during a particular class session, please speak with the instructor immediately after class. If you are unable to see the instructor after class, make an appointment to do so as soon as possible. Appointments to meet with the instructor can be made via email. The instructor's email is provided on the first page of the syllabus.

It is the student's responsibility to seek a resolution using the appropriate process outlined in the University Handbook and/or the University's Website. This process requires the student to take a **stepwise approach** in which they must consult with designated members of the University at incrementally higher levels. The student is to start at the lowest level and advance, **in order**, to the next higher rank **if and only if no resolution was found when the student consulted with the individual at the current level of the process**. The approved stepwise process is to proceed as follows: **Instructor > School of Business & Economics Chairperson > Dean of College of Professional Studies > Associate Vice Chancellor for Teaching & Learning**.

Grade Appeals. Student may seek resolutions for any circumstances that they feel need to be addressed, including grade appeals. As outlined in the University Handbook, Chapter 7, Section 5, formal grounds for a grade appeal include:

1. The alleged failure of the instructor to provide to the students, not later than the end of the second week of classes, a written statement of how grades will be determined.
2. The alleged failure of the instructor to assign grades according to the manner described.

As such, it is to be understood that a formal grade appeal, also known as a **Grade Review**, is to be request in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal as described above. Rather, **matters of grading fairness are best taken up with the instructor directly**. If a formal grade appeal is necessary, the student must proceed through the stepwise process described above. Please note, if a grade appeal makes it past the instructor, the division chairperson, and the college dean, and accordingly, must be pursued at the level of the Associate Vice Chancellor for Teaching & Learning, the student seeking the Grade Review must submit his or her request in writing. The address for the Vice Chancellor for

Teaching & Learning is available on the University Website. Grade Review requests are due no later than the fourth week of the semester after the one in which the grade in question was earned.

NOTICE OF NONDISCRIMINATION

No person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715-346-2606 or visit <http://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx>

EMERGENCY RESPONSE GUIDANCE

In the event of a **medical emergency** call 9-1-1 or use a Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a **tornado** warning, proceed to the lowest level interior room without window exposure. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).

In the event of a **fire** alarm, evacuate the building in a calm manner. Meet at ZEST Coffeehouse. Notify instructor or emergency command personnel of any missing individuals.

In the event of an **Active Shooter/Code React** – Run/Escapes, Hide, Fight. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See the UWSP Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response policies at UWSP.

TECHNOLOGY SUPPORT FOR STUDENTS, FACULTY AND STAFF

For detailed information and support concerning all UWSP Technology services, please visit the following website: <http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>

FACULTY REPORTING OBLIGATIONS

It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful.

ACADEMIC INTEGRITY

Academic dishonesty includes misrepresentations of facts regarding the timely completion of exams and papers. If it is determined that students have inappropriately collaborated on exams or assignment or that a student has used a classmates' responses to answer an exam question or complete an assignment, failing the course is the minimal likely appropriate sanction. Likewise, failure to properly cite sources used when completing a written assignment may lead to a failing grade on the paper or in the class. Students are expected to do their own work. If it is a group assignment equal contributions are expected. Asking another person for help if you are stuck is expected, but having someone do your work or copying another student's work is NOT permitted and is considered cheating. As a scholastic matter, it is at the discretion of the instructor to determine appropriate penalties. As a University disciplinary matter, academic dishonesty can result in suspension from the University or other lesser penalties. Any student involved in instances of academic dishonesty, intentionally or unintentionally, has failed to uphold the academic integrity of the university and is subject to penalty. Students will always be notified via email, without delay, if they incur a penalty of any kind.

The Student Rights and Responsibilities Document includes the university policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>. UWS 14.03 defines academic misconduct as follows:

Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

In terms of **plagiarism**, please note that you must reference all sources in the body of submitted papers and on a complete reference page. Source information must be provided regardless if you are quoting or paraphrasing. The rule of thumb is anything not common knowledge must be referenced. Failure to do so will result in a failing grade or a lesser grade penalty. Be aware that UWSP subscribes to Turnitin™, a plagiarism detection service, and all cases of plagiarism will be identified. Instances of plagiarism will result in course-level consequences as well as a university disciplinary case. Using the work from another student or students from past classes is not appropriate and is considered plagiarism. Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university's policies on non-academic misconduct can be found at <http://www.uwsp.edu/dos/Pages/Information%20for%20Students.aspx>.