BA495-HB1: Business Strategy (CRN 65159)
Instructor: Bill Jones
Class Schedule: Wednesdays 5:40-8:30PM
Classroom Location: Fourth Avenue Building (FAB) room 170
Phone: office 503-725-9992; mobile 503-869-6407
Email: wmj@pdx.edu
Weekly Online Office Hours:
  ● On-line: Google Hangout
    ▪ Mondays, Noon-1PM: Google Link: https://plus.google.com/hangouts/pdx.edu/wmj
    ▪ Thursdays, 6:30-7:30PM: Google Link: https://plus.google.com/hangouts/pdx.edu/wmj
Weekly physical office hours: room 550L (Business Building, KMC)
  ● Tuesday/Thurs (noon-3), Monday/Wednesday (11-3), by appointment (email: wmj@pdx.edu)

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COURSE DESCRIPTION

This strategy and capstone course is designed as a culminating experience for all senior SBA students. Students working in multi-disciplinary teams will apply the core competencies they have developed from their academic course work to a “real world” project from a “real world” client (external partner). Through the application of a consultant/client model, students will translate client’s project goals to a work scope designed to address client’s project goals through strategy development.

Effective strategies lead organizations to stand out—for what they do and how they do it. One of the primary pillars of Portland State University’s strategy is to develop students who can apply interdisciplinary learning to real world issues and become leaders of change. PSU’s University
Studies program is one of the ways that the University has consistently gained international recognition for a distinguished undergraduate experience.

The Business Strategy Capstone course is designed to provide an integrative experience along two dimensions:
1. as a culminating experience for the University Studies program at PSU; and
2. as a way for business students from different majors to combine their knowledge and work together to work in the field with an external partner on a pressing strategic issue.

### SBA PROGRAM LEVEL LEARNING GOALS

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>1)</td>
<td><strong>Integrative Learning.</strong> This is an understanding and a disposition that a student builds across our curriculum, and then demonstrates by making simple connections among ideas and experiences by synthesizing and transferring learning to new and complex business situations.</td>
</tr>
<tr>
<td>2)</td>
<td><strong>Problem Solving.</strong> Graduates of the Business Administration Baccalaureate program will have the capacity to recognize and understand a wide range of common and novel business problems, and to follow a systematic approach to solve them effectively.</td>
</tr>
<tr>
<td>3)</td>
<td><strong>Business Sustainability.</strong> Graduates of the Business Administration Baccalaureate program will possess a holistic perspective of the impact that business practices have on social, economic, and environmental systems.</td>
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<tr>
<td>4)</td>
<td><strong>Business Communication.</strong> Graduates of the Business Administration Baccalaureate program will effectively communicate complex information with a variety of stakeholders.</td>
</tr>
</tbody>
</table>

### COURSE LEARNING OBJECTIVES

In this course, we will rely on business strategy frameworks to thoroughly analyze the client’s strategic issues and formulate recommendations. The strategy content and the client project have been selected so our students can experience the key goals of the University Studies Program.

1. **Appreciation of the diversity of the human experience:** This means we will focus on diversity issues that are central to business success: embracing cultural differences, addressing the needs of varied stakeholders, and working through differences across team members.
2. **Engage in effective communication:** Throughout your career, effective communication will be fundamental to your success, so we will practice both written and oral, and individual and team communication.
3. **Hone critical thinking skills:** Your client project will require you to thoroughly understand the client’s problem, analyze pertinent data, and formulate recommendations. Working with a client will make this process very real and exciting.
4. **Understand social and ethical responsibilities:** Businesses confront profound social and ethical issues in their pursuit of corporate social responsibility. Both through case analyses and the client work, you will need to weigh the social, environmental, and economic implications of your recommendations.

The following course objectives include notations about which University Studies goal(s) are embedded within that objective:

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● To develop the ability to incisively apply and effectively communicate business concepts in practical application, including:
  o Conducting a comprehensive analysis of an organization, its industry, competitors, and general environment, and develop viable strategic alternatives. (communication, critical thinking)
  o Relating strategic management theory, concepts and frameworks to a partner organization that will serve as the client during the term. (appreciation of diversity, critical thinking)
  o Applying concepts to current news events. (communication, critical thinking)
● To develop abilities for assessing competitive environments and identifying value-creating opportunities in the global economy. (appreciation of diversity, communication, critical thinking, social/ethical responsibility)
● To acquire tools for judging performance, identifying changing industry dynamics, anticipating competitors’ responses, and leading organizational and strategy evolution accordingly. (communication, critical thinking)
● To understand the levels of strategy creation spanning business unit-level and corporate-level decision-making. (communication, critical thinking, social/ethical responsibility)
● To recognize the viewpoints and influences of a variety of stakeholders during strategy creation. (appreciation of diversity, critical thinking, social/ethical responsibility)
● To understand how strategy formulation demands simultaneous decision-making along multiple dimensions involving innovation, functional areas, and external relationships. (communication, critical thinking)
● To engage in highly interactive analyses, where students push each other to their analytical limits in a respectful way and are encouraged to take risks, while also working collaboratively in a team-based setting. (appreciation of diversity, communication, critical thinking, social/ethical responsibility)
● To offer consultation services to the businesses that are our community partners in ways that further both the interests of that community partner and us, as we share and hone our expertise as business students from various majors (communication, critical thinking, appreciation of diversity, social/ethical responsibility)

REQUIRED READING MATERIALS & WHERE TO GET THEM

● DIGITAL FORMAT: Purchase digital format directly from McGraw Hill (covers Chapters 1-9, the only chapters we will address). Cost $51.04:
  o Click on link to McGraw Hill web-site for this e-textbook: https://create.mheducation.com/shop/#/catalog/details/?isbn=9781309062562
  o Enter (paste or type) in the box Labeled FIND the following ISBN code: 9781309062562
  o E-Textbook title: Business Strategy
  o Proceed to check-out. If you do not have an account with McGraw Hill, you will be prompted to set one up before you purchase the textbook.
- **HARDCOPY FORMATS: ACCEPTABLE HARDCOPY FORMATS**
  - **New**: can be purchased from Amazon and other on-line book stores. The new Strategic Management hard copy is edition #3.
  - **Hard copy Used**: can be purchased on-line & local book stores (Not PSU bookstore).
    - Either Edition 1 or Edition 2 is acceptable. The only difference between the two are case studies. The text is nearly identical.
  - **Hard copy PSU Library Reserve Desk**: four copies of the First Edition Textbook is on reserve. Caution, you will be sharing these four copies with all the other sections offered this term.


- Digital File: purchase from Harvard Business Publishing (HBP); Cost **$4.25**
  - Click on Link to HBP Coursepack: [http://cb.hbsp.harvard.edu/cbmp/access/62356496](http://cb.hbsp.harvard.edu/cbmp/access/62356496)

**Additional Articles**: Additional articles are posted in the D2L course site for the specific week. These articles can be downloaded for free.

**GRADING**

Grading will be based on two factors. First, will be on point scores for the assignments in each Category and the percentage weight each Category has to the overall score. Second, will be student peer assessment from members of your project team mid-term and term-end (peer review evaluation forms are posted in the D2L course shell).

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Categories/Assignments</th>
<th>Points/Assignment = Total Points Possible</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Textbook Chapter Quizzes (7, drop lowest score)</td>
<td>10 = 60</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Course Syllabus Quiz (1)</td>
<td>8 = 8</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Weekly Writing Assignments (3 + Extra Credit)</td>
<td>5 = 15</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>UNST Goals Reflective Essay (1)</td>
<td>10 = 10</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Individual Assignments: Outline for Proposal (1), Work Scope (1), Presentations (2), Alternative Futures (1): Total = 5</td>
<td>10 = 50</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>In-Class Participation (10)</td>
<td>5 = 50</td>
<td>10</td>
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<tr>
<td>7</td>
<td>Tem Client Presentations (4)</td>
<td>40 = 160</td>
<td>20</td>
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</tbody>
</table>
GRADING: Categories/Assignments and Weighting

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Categories/Assignments</th>
<th>Points/Assignment = Total Points Possible</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Team Client Final Report (1)</td>
<td>50 = 50</td>
<td>25</td>
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<tr>
<td></td>
<td>Total Score</td>
<td>403</td>
<td>100%</td>
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Final Grade Adjustment (THIS IS CRITICAL TO YOUR GRADE):

- Final grades will be adjusted based upon the following:
  - Student Peer reviews/assessments: Mid-Term & End-Term assessment forms all students fill out evaluating the performance of their project teammates (peers).
  - Professor’s observations and assessment: focusing on student performance working in their project teams
- Students who disagree with scores on their individual written work have one week from the score posting to write a justification for a different score.

- The letter grade equivalent for the total points is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A-</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>D-</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Point Range/Grade</td>
<td>≥387</td>
<td>363</td>
<td>355</td>
<td>339</td>
<td>322</td>
<td>314</td>
<td>298</td>
<td>282</td>
<td>274</td>
<td>258</td>
<td>242</td>
<td>242</td>
<td>&lt;60</td>
<td></td>
</tr>
<tr>
<td>Minimum percentage</td>
<td>≥96</td>
<td>90</td>
<td>88</td>
<td>84</td>
<td>80</td>
<td>78</td>
<td>74</td>
<td>70</td>
<td>68</td>
<td>64</td>
<td>60</td>
<td>60</td>
<td>&lt;60</td>
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*SBA does not give ‘A+’ grades. Therefore, the threshold for an ‘A’ is higher than for other letter grades.

WEEKLY COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Materials for the Week</th>
<th>Assignments/Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Week 1 (April 3 – April 9)</td>
<td>1. D2L Course Site: click on “Everything You Need For Week One”</td>
<td>1. INDIVIDUAL - Take Quiz: Course Introduction/Syllabus – DUE: Wednesday, Noon.</td>
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<tr>
<td></td>
<td>2. View video: Introduction to On-line Taking on-line course (SBA Office, On-line Education)</td>
<td>2. INDIVIDUAL - Attend Class: Clients Present their projects, a. 6-6:30: Mira Shah, Carmen Madrid (Counseling &amp; Art Therapy)</td>
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<td></td>
<td>3. View Video: Week #1 Overview</td>
<td>b. 6:35-7:05: Joan Mershon (LifeAbility)</td>
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<td></td>
<td>4. Read: Syllabus located in D2L Course Shell and emailed to you prior to the beginning of the term</td>
<td>c. 7:10-7:40: Madeline Allen (BCS) Team formations, Next steps</td>
</tr>
<tr>
<td></td>
<td>5. View Video: Course Introduction/Syllabus</td>
<td>3. INDIVIDUAL - Take Quiz: Chapters 1 &amp; 2 – DUE: Sunday, 11:30PM</td>
</tr>
<tr>
<td></td>
<td>6. Review: Slide deck Course Introduction/Syllabus</td>
<td>4. INDIVIDUAL - If desired after quiz, add comments/questions to D2L Discussion Folder for Chapter 1 Reading Questions and/or Chapter 2 Reading Questions (Not Graded).</td>
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<td>7. View Video: Overview of Clients, team formation, and activities.</td>
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<tr>
<td>Week</td>
<td>Course Materials for the Week</td>
<td>Assignments/Due Dates</td>
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<td></td>
<td>12. Review: Slide decks of Chapters 1 &amp; 2</td>
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<td>13. View Video: Developing an understanding of the Four University Studies (UNST) Goals</td>
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<td>14. View Video: Four University Studies (UNST) Goals and individual reflective essay assignment (due week 9).</td>
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<td>15. Review: Slide deck of Four University Studies (UNST) Goals and individual reflective essay assignment (due week 9).</td>
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<tr>
<td>Week 2</td>
<td>1. D2L Course Site: click on “Everything You Need For Week Two”</td>
<td>1. <strong>INDIVIDUAL</strong> - Prepare &amp; upload to Dropbox: Individual Assignment Proposal Outline – DUE: Wednesday, Noon</td>
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<td>(April 10 – April 16)</td>
<td>2. View Video: Proposal Outline &amp; Individual Assignment Instructions</td>
<td>2. <strong>INDIVIDUAL</strong> - Prepare &amp; upload to Dropbox: Weekly Write-up #1 – DUE: Tuesday, 11:30PM</td>
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<td>4. View Video: How to write a Weekly writing assignment &amp; Individual assignment instructions</td>
<td>4. <strong>INDIVIDUAL</strong> - If desired after quiz, add comments/questions to D2L Discussion Folder for Chapter 3 Reading Questions (Not Graded)</td>
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<td>5. Review: Slide deck How to write a Weekly writing assignment &amp; Individual assignment instructions</td>
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<td>6. Read: Chapter 4 “Groups are Fun and Not Fun” and Chapter 5 “Creating Cultural connections”</td>
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<td>8. View Video: How to be effective working in teams</td>
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<td>9. Review: Slide deck How to be effective working in teams</td>
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<td>11. <strong>TEAM</strong> - Attend Class: client research, developing proposal</td>
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<td>12. <strong>TEAM</strong> - Prepare &amp; Email to Client (CC Bill Jones): Weekly Progress Report #1 – DUE: Saturday, 11:30PM</td>
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<td>13. <strong>TEAM</strong> - Prepare &amp; email to Client (CC Bill Jones): Team Project Proposal – Due Sunday, 11:30PM</td>
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<td>Week</td>
<td>Course Materials for the Week</td>
<td>Assignments/Due Dates</td>
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<td>14. View Video: How to Write a Weekly Progress Report</td>
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<td>15. Review: Slide deck How to Write a Weekly Progress Report</td>
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<td><strong>Week 3</strong> (April 17 – April 23)</td>
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<td>1. D2L Course Site: click on “Everything You Need For Week Three”</td>
<td>1. <strong>INDIVIDUAL</strong> - Prepare &amp; Upload to D2L Dropbox: Individual Draft Work Scope Outline Assignment – DUE: Wednesday, Noon</td>
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<td></td>
<td>3. Review: Slide deck Developing a Work Scope &amp; Individual assignment Instructions</td>
<td>3. <strong>INDIVIDUAL</strong> - If desired after quiz, add comments/questions to D2L Discussion Folder for Chapter 4 Reading Questions (Not Graded)</td>
</tr>
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<td>5. Review: Slide deck Consultant Presentations, goal, content, format, presentation dates Ind Assignment</td>
<td>5. <strong>TEAM/INDIVIDUAL</strong> - Attend Class: Work Scope Development; External Environment Assessment Presentation Development</td>
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<tr>
<td>Week</td>
<td>Course Materials for the Week</td>
<td>Assignments / Due Dates</td>
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| Week 4 (April 24 – April 30) | 1. D2L Course Site: click on “Everything You Need For Week Four”  
2. Read: Chapter 5 Competitive Advantage: Firm Performance, and Business Models  
3. View Video: Chapter 5 Competitive Advantage: Firm Performance, and Business Models  
2. **INDIVIDUAL** - If desired after quiz, add comments/questions to D2L Discussion Folder for Chapter 5 Reading Questions (Not Graded)  
3. **INDIVIDUAL** - Upload to D2L Dropbox: Weekly Write-up #2 – DUE: Tuesday, 11:30PM  
4. **INDIVIDUAL** - Upload to D2L Dropbox: Individual Internal Environment Presentation Outline – DUE: Wednesday, Noon  
5. **TEAM** – Prepare for & practice for Wednesday’s in-class External Environment Client Presentations  
6. **TEAM/INDIVIDUAL** – Attend Class: Client-Team External Environment Client Presentations  
   a. 6:30-6:30: Madeline Allen (BCS)  
   b. 6:30-7:05: Joan Mershon (LifeAbility)  
   c. 7:10-7:40: Mira Shah, Carmen Madrid (Counseling & Art Therapy)  
   Finalize Work Scope, begin preparation Internal Environmental Presentation  
7. **TEAM** - Email to Client (CC Bill Jones) External Environment Presentation Slide Deck – DUE: Thursday, 11:30PM  
8. **TEAM** - Upload to D2L Dropbox: External Environment Presentation Slide Deck (only ONE member of each team upload External Environment Presentation Slide Deck) – DUE: Thursday, 11:30PM  
9. **TEAM** - Prepare & Email to Client (CC Bill Jones) Weekly Progress Report #3 – DUE: Saturday, 11:30PM.  
10. **TEAM** - Prepare & Email (CC Bill Jones) **Final** Work Scope – DUE Sunday, 11:30PM  
11. **TEAM** - Upload to D2L Dropbox: Final |
<table>
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<tr>
<th>Week</th>
<th>Course Materials for the Week</th>
<th>Assignments/Due Dates</th>
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</thead>
</table>
| **Week 5**  
(May 1 – May 7) | 1. D2L Course Site: click on “Everything You Need For Week Five”  
2. Read: Chapter 6 Business Strategy: Differentiation, Cost Leadership, and Integration  
3. View Video: Chapter 6 Business Strategy: Differentiation, Cost Leadership, and Integration  
4. Review: Slide deck Chapter 6 Business Strategy: Differentiation, Cost Leadership, and Integration  
2. **INDIVIDUAL** - If desired after quiz, add comments/questions to D2L Discussion Folder for Chapter 6 Reading Questions (Not Graded)  
3. **TEAM/INDIVIDUAL** - Attend Class: Team in-class Internal Environment Client Presentations,  
   a. 6:30-6:35: Madeline Allen (BCS)  
   b. 6:35-7:05: Joan Mershon (LifeAbility)  
   c. 7:10-7:40: Mira Shah, Carmen Madrid (Counseling & Art Therapy) team/client/instructor sign Final work scope, team project work  
4. **TEAM** – Internal Environment Presentations in-class  
5. **TEAM** - Email to Client (CC Bill Jones): Internal Environment Client Presentation Slide Deck – DUE: Thursday, 11:30PM  
6. **TEAM** - Upload to D2L: Internal Environment Client Presentation Slide Deck (only ONE member of each team upload Internal Environment Client Presentation) – DUE: Thursday, 11:30PM  
7. **TEAM** - Prepare & Email to Client (CC Bill Jones): Weekly Progress Report #4 – DUE: Saturday, 11:30PM. |
| **Week 6**  
(May 8 – May 14) | 1. D2L Course Site: click on “Everything You Need For Week Six”  
2. View Video: Week #6 Overview  
3. Read: Chapter 7 Business Strategy: Innovation & Entrepreneurship  
4. View Video: Chapter 7 Business Strategy: Innovation & Entrepreneurship  
3. **INDIVIDUAL** - If desired after quiz, add comments/questions to D2L Discussion Folder for Chapter 7 Reading Questions (Not Graded) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Materials for the Week</th>
<th>Assignments/Due Dates</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Strategy: Innovation &amp; Entrepreneurship</td>
<td>comments/questions to D2L Discussion Folder for Chapter 7 Reading Questions (Not Graded)</td>
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<tr>
<td></td>
<td>7. Review: Slide deck Developing Alternative Futures to Compare &amp; Individual Assignment Instructions</td>
<td>5. <strong>TEAM/INDIVIDUAL</strong> - Attend Class: Self-Peer Team Evaluations; Prepare Alternative Futures for each Client, Prepare for Quantitative &amp; Qualitative Presentations</td>
</tr>
<tr>
<td>Week 7 (May 15 – May 21)</td>
<td>1. D2L Course Site: click on “Everything You Need For Week Seven”</td>
<td>6. <strong>TEAM</strong> - Email to Client (CC Bill Jones): Weekly Progress Report #5 – DUE: Saturday, 11:30PM</td>
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<td></td>
<td>2. Read: Chapter 8 Corporate Strategy: Vertical Integration &amp; Diversification</td>
<td>1. <strong>INDIVIDUAL</strong> - Prepare &amp; Upload to D2L Dropbox: Last Weekly Write-up #4 <em>(EXTRA CREDIT, NOT MANDATORY)</em> – DUE: Tuesday, 11:30PM</td>
</tr>
<tr>
<td></td>
<td>4. Review: Slide deck Chapter 8 Corporate Strategy: Vertical Integration &amp; Diversification</td>
<td>3. <strong>INDIVIDUAL</strong> - If desired after quiz, add comments/questions to D2L Discussion Folder for Chapter 8 Reading Questions and/or Chapter 9 Reading Questions (Not Graded)</td>
</tr>
</tbody>
</table>
|      | 6. View Video: Chapter 9 Corporate Strategy: Mergers & Acquisitions, Strategic Alliances | a. 6-6:30: Madeline Allen (BCS)  
b. 6:35-7:05: Joan Mershon (LifeAbility)  
c. 7:10-7:40: Mira Shah, Carmen Madrid (Counseling & Art Therapy)  
Final Report Outline & Contents |
|      | 8. View Video: Final Report: Purpose, goals, outline, format, contents; Group Assignment | 6. **TEAM** - Upload to D2L Dropbox: Quantitative/Qualitative Impact Client Presentation Slide Decks (only ONE) |
|      | 9. Review: Slide deck Final Report: Purpose, goals, outline, format, contents | }
| Week 8 (May 22 – May 28) | 1. D2L Course Site: click on “Everything You Need For Week Eight” | 1. **INDIVIDUAL** - Attend Class: Climate Change: Impact By and On Businesses/organizations & the World; Client Final Report work  
2. **TEAM** - Email to Client (CC Bill Jones): Weekly Progress Report #6 – DUE: Saturday, 11:30PM |
|-------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------|
|                         | 2. View Video: WMO Weather Report 2050 - USA Weather Channel (https://www.youtube.com/watch?v=oKSWKhQLpSA&list=PLNaX-uTWSWrHU3ADBXLcws13lqF2gTlm&index=16) | 1. **INDIVIDUAL** - Attend Class: Prepare Final Project Presentation; Work on Final Reports  
4. **TEAM** - Prepare & Email to Client (CC Bill Jones): **DRAFT** Final Report as a **MS Word File** – DUE: Sunday, 11:30PM |
|                         | 4. Review: Slide deck Reflective Essay assignment: How the UNST Goals have been integrated into the Course | 5. **TEAM** - Upload to D2L Dropbox: **DRAFT** Final Report as a **MS Word file** (only ONE member of each team upload **DRAFT** Final Report) – DUE: Sunday, 11:30PM |

| Week 9 (May 29 – June 4) | 1. D2L Course Site: click on “Everything You Need For Week Nine” | 1. **INDIVIDUAL** - Attend Class: Prepare Final Project Presentation; Work on Final Reports  
|-------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------|
4. **TEAM** - Prepare & Email to Client (CC Bill Jones): **DRAFT** Final Report as a **MS Word File** – DUE: Sunday, 11:30PM |
<p>|                         | 3. View Video: Reflective Essay assignment: How the UNST Goals have been integrated into the Course | 5. <strong>TEAM</strong> - Upload to D2L Dropbox: <strong>DRAFT</strong> Final Report as a <strong>MS Word file</strong> (only ONE member of each team upload <strong>DRAFT</strong> Final Report) – DUE: Sunday, 11:30PM |
|                         | 4. Review: Slide deck Reflective Essay assignment: How the UNST Goals have been integrated into the Course | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Materials for the Week</th>
<th>Assignments/Due Dates</th>
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|      |                              | Assessments; Team Final Project Presentations  
a.  6-6:30: Madeline Allen (BCS)  
b.  6:35-7:05: Joan Mershon (LifeAbility)  
c.  7:10-7:40: Mira Shah, Carmen Madrid (Counseling & Art Therapy)  
2.  **INDIVIDUAL** - Fill-Out On-Line UNST Course Evaluation  
   [https://portlandstate.qualtrics.com/jfe/form/SV_8wDV0Swjx8eZqtf](https://portlandstate.qualtrics.com/jfe/form/SV_8wDV0Swjx8eZqtf) – DUE: Sunday, 11:30PM  
3.  **INDIVIDUAL** - Fill-Out On-line SBA Course Evaluation  
4.  **TEAM** - Email to Client (CC Bill Jones): Final Presentation Slide Deck – DUE: Thursday, 11:30PM  
5.  **TEAM** - Upload to D2L Dropbox: Final Presentation Slide Deck (only ONE member of each team upload Final Presentation) – DUE: Thursday, 11:30PM  
6.  **TEAM** - Email to Client (CC Bill Jones): Weekly Progress Report #9 (LAST PROGRESS REPORT) – DUE: Saturday, 11:30PM  
| Week 11  
(       
(June 12 – June 18) | 1.  D2L Course Site: click on "Everything You Need For Week Eleven" | 1.  **TEAM** - Email to Client (CC Bill Jones): Final Report DUE: Wednesday, 11:30PM - Deliver in the following formats:  
   ● Report body: MS Word application;  
   ● Appendices: in their original software files (e.g., Excel, Powerpoint, jpg, pdf., etc.)  
   ● Full Pdf: one file of the entire report: body and appendices –  
2.  **TEAM** - Upload to D2L Dropbox Folder: Final Report (only ONE member of each team upload Final Report) – DUE: Wednesday, 11:30PM - Deliver in the following formats:  
   ● Report body: MS Word application;  
   ● Appendices: in their original software files (e.g., Excel, Powerpoint, jpg, pdf., etc.) |
COURSE REQUIREMENTS

The following are the assignments that will be graded in this course. The assignments are divided between Individual and Group assignments.

Individual assignments will be scored for each student separately and include the following:

1. Textbook Chapter Quizzes for Textbook chapters 1-9: 7 quizzes (drop lowest score)
2. Course Syllabus Quiz:
3. Weekly Writing Assignments: 3 required, 1 extra credit
4. UNST Goals Reflective Essay:
5. Exercises: 5 assignments
6. In-Class Participation: 10 times meet in classroom

Group Assignments will be scored for the entire group. Though each member receives the same score, it is important to read Grading Policy section below for exceptions on final grading. Group assignments include the following:

7. Client Presentations: 4 presentations
8. Client Final Report

1. Quizzes (Textbook Chapters 1-9): lowest scored quiz will be dropped from the overall grade [10 point scale; 10% TOTAL of Grade]

Each student will take a weekly quiz for weeks one-Seven. It will be an on-line quiz for Textbook Chapters One-Nine.

Requirements for assignment:
- Take On-line in D2L for week specified.
- Quiz Format: 10 multiple choice questions
- They are “open book” but timed (20 minutes total).
- Your lowest quiz score will be dropped automatically in the final tabulation.

Due Dates:
- Except for week one, quizzes are to be taken by Wednesday noon. For Week One the quiz must be taken by Sunday, 11:30PM (end of Week One).

Instructions (How do I complete this assignment?)
Go to the “Take Quiz” area by clicking on “Week One Quiz – Chapter 1 & 2” on your “Everything You Need” (EYN) page or select “activities”, then “quizzes” from the top menu.
Quiz answers will be available just after the quiz closes for that week. Review any incorrect answers at that time.

Grading: Rubric (How will I be graded on this assignment?)
Each quiz will have 10 multiple-choice questions and be worth 10 points. You have 15 minutes to complete the quiz. The quizzes are based upon the textbook only and are graded automatically.

2. Course Syllabus Quiz [8 point scale; 5% TOTAL of Grade]

Each student will take a Syllabus quiz. Since the syllabus is lengthy and there are many requirements for both individual and group work it is imperative all students understand the syllabus contents.
Requirements for assignment:
- Take On-line in D2L for week One.
- Quiz Format: 8 multiple choice questions
- It is “open book” but timed (20 minutes total).

Due Dates:
- Take week One (1) by Wednesday, Noon.

Grading: Rubric (How will I be graded on this assignment?)
- Quiz will have 8 multiple-choice questions and be worth 8 points. You have 20 minutes to complete the quiz.

Instructions (How do I complete this assignment?)
- Go to the “Take Quiz” in your Week One “Everything You Need” (EYN) page & click on “Syllabus Quiz” or select “activities”, then “quiz” from the top menu.
- Quiz answers will be available just after the quiz closes for that week. Review any incorrect answers at that time.

3. Weekly Writing Assignments: Required write-ups Weeks 2,4,6; Extra Credit write-up Week Seven (7) [5 point scale; 10 % TOTAL of Grade]
Each student will prepare a one-page weekly writing assignment. The short write-ups are to be prepared for weeks 2,4,6. Weekly write-up for week seven (7) will be Extra Credit, so while not required, should you choose to submit one it will only help your grade.

Requirements for assignment:
- 1 page, single spacing, 11 pt Arial font

Due Dates:
- 11:30PM on Tuesdays. Upload to D2L Drop-box folder Labeled by number (e.g., Weekly Write-up #1).
- Due Dates: Week 2, Week 4, Week 6, Week 7 (Extra Credit)

Grading: Rubric (How will I be graded on this assignment?)
- 5 point grading scale: Superficial = 1; Adequate = 3; Superb = 5

Content for weekly write-ups:
- The purpose of all short write-ups is to allow students to practice applying strategy constructs in the readings to the student’s client project & current events.
- PLEASE FOLLOW THIS FORMAT
  - Try to limit your write-up to one page – be succinct!
  - First paragraph(s): define the concept(s) from the reading or class discussion IN YOUR OWN WORDS (do not quote the concept from the book or any source you use). Hint: by illustrating your definition with an example, it will demonstrate to me your understanding of the concept.
  - Second paragraph(s): apply the concept(s) to your client, the readings, or class discussion(s). Make sure you focus on the strategic implications of how or why the concept(s) is/are relevant or not relevant to your application. Please include an example to illustrate your concept. IT’S PERFECTLY FINE TO DETERMINE THAT THE CONCEPT DOESN’T FIT YOUR CLIENT. IF YOU DO SO, PLEASE EXPLAIN & PROVIDE AN EXAMPLE.
  - Third paragraph(s): apply the concept(s) to a current business issue in the news from the last 6 months. Make sure you focus on the strategic implications of how or why the concept(s) is/are relevant or not relevant to your application.
  - Finally, cite the news source for the current business issue

Examples in D2L Course Shell:
- View examples of weekly write-ups in D2L course shell.

4. UNST Goals Reflective Essay [10 point scale; 10 % TOTAL of Grade]
Each student will prepare an essay on the University Studies Goals as Experienced in the BA495 Business Strategy Capstone Course.

Requirements for assignment:
- 3 pages, 1.5 spacing, 11 pt Arial font
- Due:
- Upload Week 9 (Sunday, 11:30PM) to the D2L drop-box folder designated for the essay.

Grading: Rubric (How will I be graded on this assignment?)
- 10 point scale

INTRODUCTION TO THE ASSIGNMENT:
The purpose of the Capstone is to serve as the culminating general education course at PSU allowing, students to apply academic learning to address a real issue in our community. The Capstone has four goals: communication, critical thinking, diversity of human experience, and social and ethical responsibility.

UNST ASSESSING STUDENT CAPSTONE ESSAYS BASED ON THE DIVERSITY GOAL:
As part of UNST’s continuing effort to improve the capstone program each year UNST assesses one of its four goals. The assessment is done by reviewing student essays submitted by faculty campus-wide who teach capstones. This Spring UNST will assess the Diversity goal.

I am requesting up to eight (8) students in my class to agree to submit their reflective essay to UNST for assessment & write their reflective essay UNST for assessment.
- Participation is entirely voluntary & has no bearing on their grade.
- Confidentiality: all information from the assessment & names of students participation are kept confidential.
- Students who consent to participate can withdraw their consent at any time.
- If you consent to participate, you will need to fill-out a “Work Sample Consent Form.”
- See me if you would like to participate or have questions.

REFLECT ON YOUR COURSE EXPERIENCE RELATED TO ANY OR ALL 4 UNST GOALS
The University Studies program has four goals that serve as the cornerstones around which each University Studies class is designed: Inquiry and Critical Thinking, Communication, Appreciation of Human Diversity and Ethical and Social Responsibility, defined as follows:

1) **Inquiry and Critical Thinking:** able to: develop and utilize decision criteria for problem/opportunity identification, utilize appropriate data sources, use analytical tools and quantitative evaluation techniques, and select and present a solution consistent with identified decision criteria.

2) **Communication:** able to communicate clearly for a variety of purposes and to diverse audiences; written and oral output is marked by lucid and orderly thinking, substantial depth, fullness and complexity of thought.

3) **Appreciation of Human Diversity:** “diversity” refers to differences in ethnic, religious, and cultural perspectives, class, race, gender, age, sexual orientation and ability; able to view issues from multiple perspectives, to question what is being taught, and to construct independent meaning and interpretations; demonstrates broad awareness of how the self (you) appears from the greater perspective of human experience, questions own views in light of this awareness, and contemplates its implications for life choices in the personal and public spheres.

4) **Ethical and Social Responsibility:** creatively and comprehensively articulates approaches to ethical issues and social responsibility, in a scholarly manner, citing specific evidence; demonstrates an ability to view multiple sides of these issues, to question what is being taught, and to construct independent meaning and interpretations.

To help you frame your essay, please consider the following:
Imagine someone from PSU has selected you to speak to the four University Studies goals from your own lived experience in this Capstone class. What connections can be made between your lived experience in this course and those four goals?

You may consider these questions to craft your 3-page reflective paper addressing how you enhanced your approach to the four areas:

- From my own lived experience, how did engaging in the community project for this course enhance my abilities in the four goal areas?
- How have the structure of this course, the assignments, the tasks of this class, and/or our class discussions enhanced my ability to analyze community issues from diverse perspectives?
- How has my work as a team member given me insight into collective problem solving, communication, and recommendation formulation?
- How does this process of self-reflection enhance my ability to critically think about my beliefs and attitudes towards the real world issues we addressed in this class?
- How has the production of the inputs into the final project for the client allowed me to expand and practice my skills in the goal areas?
- How have the readings and in this class furthered my skills in the goal areas? What new insights and understandings have I gained through the required reading of this course?

As you craft your essay, remember to write from your own experience with I/me/my language. It will be important that you generate your observations and experiences with detail. You can draw on frameworks from prior classes to shape your essay. As you write, ask yourself how do I claim this to be true? Be sure the content of your essay reflects those claims.

**Prompts To Help You With The Essay:**

- Reflect on their personal efficacy to make a difference in lives of others in their local or global community through direct contact with community members (i.e. mentoring/tutoring youth, interacting with senior citizens, assisting refugee resettlement, documenting oral histories) and/or indirect service activities (i.e. grant writing or creating marketing plans for a non-profit organization).
- Analyze new insights regarding the root causes of social and environmental issues (such as poverty, homelessness, hunger, or environmental degradation), developed as a result of working with and/or learning about community issues.
- Examine grassroots efforts to change the structures which create or perpetuate social and environmental problems.
- Reflect on how their own perspectives have changed or developed in relationship to the community issues addressed as a result of the Capstone experience.
- Consider the impact of their individual choices on broader societal issues (i.e. global warming, homelessness, poverty). This may include an examination of a wide variety of behaviors including everyday decisions, career choices, and political action.
- Reflect on their role and responsibility as citizens to actively participate with others towards a public purpose (common good).
- Apply technical skills (marketing, science research, business, graphic design) in the community in order to address social issues and/or serve the common good. This may include reflections about scientists as engaged citizens, the importance of corporations’ responsibility to serve the public good, and/or professional ethics and responsibility.
- Examine the systemic structures in society that create or perpetuate social problems.

5. **Individual Assignments – Prepare Outlines for Proposal (1) & Draft Work Scope (1); Presentations for External Environment & Internal Environment (2); Draft Alternative Futures (1) [10 point scale; 10% TOTAL of Grade]**
Each student will prepare and upload to D2L individual exercise assignments for the Proposal, Draft Work Scope, and Draft Alternative Futures. Each exercise is to be completed prior to Wednesday’s class for the week assigned. That way each student is prepared for the in-class brainstorming exercise each team will conduct to develop the Proposal, Draft Work Scope, presentations, and Draft Alternative Futures.

Requirements for assignment:
- Specific assignment instructions are provided in separate videos for the week that the Proposal, Draft Scope of Work (SOW), presentations, and Draft Alternative Futures are due.
- Proposal Outline: up to 2 pages: Arial, 11 Pt., single space
- Presentation Outlines (2): up to 2 pages: Arial, 11 Pt., single space
- Draft Work Scope Outline: up to 4 pages: Arial, 11 Pt., single space
- Draft Alternative Futures Outline: up to 2 pages: Arial, 11 Pt., single space

Due:
- Proposal Outline: Upload to D2L Dropbox Week 2, Wednesday, Noon.
- Draft Work Scope Outline: Upload to D2L Dropbox Week 3, Wednesday, Noon
- Presentation Outlines (2):
  - Individual External Environment Presentation Outline: Upload to D2L Dropbox Week 3, Wednesday, Noon
  - Individual Internal Environment Presentation Outline: Upload to D2L Dropbox Week 4: Wednesday, Noon
- Draft Alternative Futures Outline: upload to D2L Dropbox Week 6, Wednesday, Noon

Grading: Rubric (How will I be graded on this assignment?)
- 6. **In-Class Participation [5 point scale; 10 % TOTAL of Grade]**
  
  Each Student is required to attend each of the 10 classes during the term (Wednesdays, 5:40-8:30PM). Critical to success of the class is the sharing of information and insights that take place in the classroom based upon your client work, client organization, readings and assignments, and lived experience. EVERYONE HAS SOMETHING IMPORTANT TO CONTRIBUTE THAT WILL ENHANCE THE LEARNING FOR THE ENTIRE CLASS & FOR ME. WE WANT & NEED FOR YOU TO PARTICIPATE IN ORDER FOR THE CLASS TO BE SUCCESSFUL. Therefore, all students are expected to participate in classroom discussions in each of the 10 weeks we have Wednesday evening class.
  
  A central part in developing your inquiry, critical thinking and communication skills will be active and thoughtful contributions to the class discussion. Your contributions will be critical in refining your managerial and presentation skills, as well as to your learning and the learning of your classmates, so everyone is expected to participate in each class session. I usually ask for volunteers, but I also cold call people throughout the class session.

Requirements for assignment:
- Read all assignments before class & be prepared to be called upon to discuss the readings
- Be up to date with your project team’s client work and participate in classroom discussions based on the assigned readings, your team’s client-work, client’s organization, and/or your own lived experience would be useful toward advancing student understanding.

Due:
- Students will be scored based on participation after each class
- Students absent from class (no prior or post excuse) will receive 0 Points.

Grading: Rubric (How will I be graded on this assignment?)
- 5 point total: 5=contributions insightful and relevant to topic; 3=attended class, no contribution; 0=absent no excuse
- In evaluating class contributions, I consider both quality and the frequency of contribution, but I weigh quality more heavily. In assessing quality, I consider the following dimensions:
• Is the student taking risks?
• Is the student creatively trying to experiment with strategic thinking and visioning?
• Does the comment simply repeat facts from the case, or does it provide analysis that adds to our understanding of the case and its broader implications?
• Does the comment fit well into the flow of the discussion? Is it linked to the comments of others?
• Does the comment trigger others to enter the analysis?
• Does the comment link the case material effectively to the material from the textbook?
• Does the comment reflect creative thinking, perhaps by tying together multiple viewpoints or tying back to material covered previously in the course?
• Is the comment presented in a clear, compelling manner or is it confusing, repetitive or contradictory?
• Is the comment delivered in a respectful, constructive tone?

In making my overall assessment of class participation, the overarching criterion is “How significantly did this student’s contributions add to the learning of the class as a whole?”

7. **Client Presentations** [40 point scale; 20% TOTAL of Grade]

Each project team will conduct four presentations based on a particular aspect of your client’s business project. Your client will be present for each presentation. (see dates/times for each presentation in the Weekly Class Schedule).

Each team will do the following four (4) presentations: See actual example presentations in D2L Course Shell

1. Evaluating Client’s External Environment (25% of presentation grade)
2. Evaluating Client’s Internal Environment (25% of presentation grade)
3. Evaluating Client’s Quantitative (Financial) & Qualitative Impact (25% of presentation grade)
4. Final Strategic Recommendations (25% of presentation grade)

Requirements for assignment: identical for all presentations

• Each team member will present a minimum of twice
• Team members who are not presenting will sit together at the front of the room.
• When formal presentation is completed, Non-presenting team members will stand with presenting team members for Q&A.
• Presenters will wear business-casual attire
• Each presentation will be 40 minutes, which will include formal presentation & both client & class Q&A. Student formal presentation length will typically be between 15-20 minutes maximum.
• All team members (presenters & non-presenters) are required to participate in the Q&A session.
• Teams will prepare a presentation using slides such as PPT. Use of graphics, tables, figures, matrices is highly encouraged. You also can incorporate other media in your presentation **EXCEPT PREZI**. **Prezi** is not allowed to be used in the BA495 class due to several intellectual property violations with capstone teams using it to present to their clients.
• Ask your client if they want a hard-copy of the presentation to use to follow along during your presentation.
• Team will email (CC Bill Jones) a digital copy of the presentation slides & media to the client by the end of the day after your presentation.
• One Team member will upload to D2L Dropbox a digital file of the PPT slide deck to the appropriate titled Dropbox Folder.
• See example PPT master slide template in D2L template folder: PPT slides and handouts to be prepared prior to presentation. After presentation, upload to D2L folder & email to client (CC instructor) by Thursday, week 10.
Due:
- External Environment (PESTEL, 5 Forces), Week 4, Wednesday, 5:40-8:30PM.
  - Email to client (CC Bill Jones) PPT Slide deck & other materials used in presentation: Week 4, Thursday, 11:30PM.
  - Upload to D2L Dropbox folder for External Environment same materials as emailed to client (only one member of each team): Week 4, Thursday, 11:30PM.
- Internal Environment (SWOT, VRIO), Week 5, Wednesday, 5:40-8:30PM.
  - Email to client (CC Bill Jones) PPT Slide deck & other materials used in presentation: Week 5, Thursday, 11:30PM.
  - Upload to D2L Dropbox folder for Internal Environment same materials as emailed to client (only one member of each team): Week 5, Thursday, 11:30PM.
- Quantitative (financial)/Qualitative Assessment, Week 7, Wednesday, 5:40-8:30PM.
  - Email to client (CC Bill Jones) PPT Slide deck & other materials used in presentation: Week 7, Thursday, 11:30PM.
  - Upload to D2L Dropbox folder for Quantitative/Qualitative Assessment same materials as emailed to client (only one member of each team): Week 7, Thursday, 11:30PM.
- Final presentation Strategic Recommendations, Week 10, Wednesday, 5:40-8:30PM.
  - Email to client (CC Bill Jones) PPT Slide deck & other materials used in presentation: Week 10, Thursday, 11:30PM.
  - Upload to D2L Dropbox folder for Final Presentation same materials as emailed to client (only one member of each team): Week 10, Thursday, 11:30PM.

Grading: Rubric (How will I be graded on this assignment?)
- All presentations will be scored on a 40 point scale.
- Each party (students, clients, professors) contributes one-third to the final score. All parties use the same evaluation form. Average score for students is used for students’ contribution.
- Final score is the average of the three parties.

8. **Client Final Report [50 point scale; 25% TOTAL of Grade]**
Each project team prepares a final report (business plan or related deliverable) that makes clear the strategic recommendations based on the work scope each team prepared for their client. See actual final report examples in D2L Course Shell.

Requirements for assignment:
- Final report is based upon the following mandatory deliverables submitted throughout the term:
  - Proposal
  - Scope of Work (SOW)
  - Weekly Progress Reports
  - Presentations
- Final Report: Format

Due:
- Draft Final Report: Week 9, Sunday, 11:30PM
  - Email to client (CC Bill Jones): MS Word file for body of Draft Report; Appendices in their original format (e.g., PPT, Excel, MS Word, Pdf, etc.).
  - Upload to D2L Dropbox Folder for Draft Final Report same materials emailed to client
- Final Report: Week 11, Wednesday, 11:30PM
  - Email to client (CC Bill Jones): Two Formats
    - MS Word file for body of Final Report; Appendices in their original format (e.g., PPT, Excel, MS Word, Pdf, etc.).
    - Pdf file for entire Final Report: body and appendices (for excel spreadsheets just use a screenshot of the first page)
• Upload to D2L Dropbox Folder for Final Report same materials emailed to client (only one member of each team)

Grading: Rubric (How will I be graded on this assignment?)
• Final Report is scored on a 50 point scale.
• 50=completed all mandatory deliverables, methods used in project tied closely to client project goals, demonstrates exceptional analysis & insightful key findings, strategic recommendations logical result of alternative futures comparisons; 25=completed all mandatory deliverables, uses methods related to client goals; analyses result in reasonable findings; strategic recommendations related to alternative futures comparisons; 10=not completed all mandatory deliverables, not clear all methods tied to client goal, not clear analyses result in findings identified, strategic recommendations not supported by alternative futures comparisons.

LATE ASSIGNMENT POLICY
All assignments and projects for this course will be submitted electronically through Desire2Learn (D2L) unless otherwise instructed. Assignments must be submitted by the given deadline unless through prior arrangement.

All discussion assignments must be completed by the assignment due date and time. Late or missing assignments will affect the your grade.

IMPORTANT RESOURCES:
PSU LIBRARY: Should be your first stop when conducting research:
PSU Library now has a BA495 website with helpful resources for conducting client research (http://guides.library.pdx.edu/ba495). For help doing research go to the Research Guides & Tutorials page (http://guides.library.pdx.edu/home) page. There is also the DIY (Do It Yourself) research guidance web-page that can be extremely useful to your project. Go to this site to begin your research (http://library.pdx.edu/diy/). Another helpful site is the “Databases & Articles” page (http://library.pdx.edu/dofd/). There you'll find by category (including Business) publications & database links.
• If you need further assistance AFTER YOU HAVE USED THE ABOVE LINKS, Contact Kerry Wu. She is the designated SBA librarian & can be reached at wuq@pdx.edu & can be very useful in helping you locate business-related materials.

DISABILITY RESOURCE CENTER:
Accommodations are collaborative efforts between students, faculty and the Disability Resource Center (DRC). Students with accommodations approved through the DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately at 503-725-4150.

QUEER RESOURCE CENTER (QRC):
QRC provides students along sexuality and gender spectra with the support they need to persist to graduation. The Queer Resource Center’s vision is to facilitate a campus environment such that Portland State University is the higher education destination of choice for students, staff, and faculty along sexuality and gender spectra. Location: 458 Smith Memorial Student Union; webpage: http://www.pdx.edu/queer/; phone: 503-725-9742; email: qrc@pdx.edu ; Resources:
1. Name/Pronoun Advocacy: website (http://www.pdx.edu/queer/namepronoun-advocacy ); confidential form to submit to QRC
2. Trans Student Resources and Retention Coordinator: email (psutrans@pdx.edu ); phone (503-725-9742)
THE WRITING CENTER: 188 Cramer Hall
The Writing Center can help with all varieties of projects including class assignments. The Writing Center aims to help writers at any stage of the writing process, from brainstorming to the final draft. Contact TWC: http://www.writingcenter.pdx.edu/index.php#; Phone: 503-725-3570;

IMPORTANT NOTES
Laptop use during lecture is prohibited, unless you are using the laptop to take notes. [If that is the case, please see me for permission. In these circumstances, I'll ask that you email me your notes taken for the lecture for the first 4 class sessions.] Exception: on the days where we have client work, having a laptop within your group is helpful, but not essential.

Cell phones and mobile devices, PDAs etc. should be silenced and put away during class. If you routinely engage in texting, surfing or other device use during lecture, it sends a strong signal to the professor about your participation in class and your participation grade will be lowered to reflect this.

Admittance to this course: If you miss class sessions 1 and 2, you cannot take this course.

Academic Honesty: Students will uphold the honor code in all work associated to this course. All work must be original and non-original work should be appropriately referenced. Copying material from the internet or any other source without proper citation is considered plagiarism and cheating and will receive a failing grade. For more information regarding PSU’s policies on behavior and academic honesty, please see: http://www.pdx.edu/dos/psu-student-code-conduct

Advising & Assistance: The SBA provides academic advisors as well as career/internship advisors to assist students to enrich their college experience. Academic advisors are trained to provide counsel in a wide range of issues. From selecting a business major to evaluating transferred transcripts, academic advisors are here to help students with all of their degree related questions. All SBA advisors are available by appointment, which must be scheduled in advance. Drop-in hours are available as well. Drop-in hours are held regularly throughout the week and are designed to help answer routine or simple questions. For more information about SBA advising and drop-in hours please visit the School of Business website at http://www.pdx.edu/sba/ and click on student resources. The following is a brief summary of the type of issues with which academic advisors can offer assistance: DARS reports / SBA admissions requirements / Major selection and requirements / Transcript evaluation / Course overrides / Transfer credit petitions / Career planning / Portland State rules and policies

OIT HELP DESK
Students can find assistance with common FAQs on the Student D2L Help webpage. If students need help on a topic that isn’t listed on the Student D2L Help webpage, then they can contact the User Support Services Helpdesk at (503)725-4357 or submit an E-Learning Support Request.
COURSE POLICIES

Netiquette- Netiquette is the set of rules for how to behave professionally in online environments.

Here are the basics:

1. Even though you are looking at a computer screen, remember you are interacting with humans and need to be respectful at all times. Avoid personalized conflict.

2. Be respectful of other participants’ time and bandwidth. Of course, we want lots of online engagement. Just be aware that you should always be thoughtful with your posts and comments. People will be taking time to read through them and you should see your online posts as “your brand”, a brand that is valuable to you and to others.

3. Share your expertise. Be sure you share your experience and knowledge when it is relevant to the course content. You bring a great deal of knowledge to the course. The learning community counts on student ideas as part of the benefit of online coursework. Wherever possible support your ideas with course material.

4. Be forgiving of other people’s mistakes.

Adapted from “Netiquette” from Virginia Shea

DIVERSITY POLICY

In this class you are welcome to be who you are at all times. You can share anything about your life you are comfortable sharing without fear of judgment or ridicule. As your instructor I appreciate everything that makes you unique. In that same vein I expect nothing more than tolerance and acceptance of others even if their words, life choices, or personal attributes do not agree with yours or your own moral preferences. Everyone is different and that is ok. If you find yourself writing something that judges someone, or potentially offends them, delete it or I will. That sounds harsh, but I have zero tolerance for it. If at any time you notice a questionable post, please make sure I am notified so I can take care of it. Individuality makes life exciting and should be celebrated!