



15800 Calvary Rd.  
Kansas City, MO 64147

# Syllabus

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Course: BU200D-DN Introduction to Business Administration  
Credit: 3 credit hours  
Semester: FA 2020  
Course begins Aug. 17, 2020 and ends Oct. 9 2020  
Time: 1p.m. – 4p.m. Mon. E Ed Rm# 105  
Instructor: Dr. Tracy Haney, DBA, MBA  
(contact information: [tracy.haney@calvary.edu](mailto:tracy.haney@calvary.edu) )

## I. DESCRIPTION

Students learn introductory principles, concepts, theories, and skills from a Biblical perspective. Learning terms and the broad disciplines of business, students will prepare for the academic rigor found in other business courses. Additionally, students will learn the architecture and philosophy guiding the Business Administration program. (\*Interdisciplinary Bible Course)

*\* This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

## II. SYLLABUS DISCLOSURE

The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement

## III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Define business terms (PLO 2,3,4)
2. Understand Biblical principles used in business (PLO 2,5)
3. Implement an administrative framework in the student's personal affairs (PLO 3)
4. Recognize how major business skills fit the student's aptitude and goals (PLO 4)
5. Identify vocational occupations and ministry opportunities in the field (PLO 5)

*Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."*

- B. Specific competencies to be achieved. The student will:
1. Through interaction with instructor and classmates via assigned reading and writing develop proficiency communicating effectively using business terminology relative to contemporary business settings. (PLO 1,2,3,4,5)
  2. Develop cognitive skill to differentiate between basic Biblical principles and other philosophies by analyzing and synthesizing various resources including books and articles. (PLO 4)
  3. Execute an administrative framework in a situation familiar to the student. (PLO 3,5)
  4. Through class discussions and assigned research the student will be exposed to various business industries and in the process develop the ability to discern the similarities and distinguishing unique traits of each. (PLO 4,5)
  5. Develop the ability to recognize the importance and connection between business administration skills as a result of discussions, research, and reading assignments. (PLO 3,4,5)
  6. Create a personal leadership plan through the writing of a 20 page research paper by synthesizing content from the course textbooks, course discussion, exams, and additional research. (PLO 3,4,5)
  7. Become familiar with major areas of business administration as an outcome of the course assignments and discussions. (PLO 1,2,5)
  8. Understand needed areas for personal growth and personal strengths (PLO 4,5)
  9. Apply learning to organizations familiar to the student. (PLO 2,3,4)
  10. Gain exposure to personal evaluation techniques for developing management habits appropriate for the contemporary workplace. (PLO 4,5)

### III. REQUIREMENTS

- A. Classroom attendance or weekly online attendance.
- B. Read text, complete assignments, and participate in assessment & forum (Canvas) activities.
- C. Completion of course materials in each week according to the prescribed schedule.
- D. Complete final Assignment.

### IV. METHODS

- A. Reading
- B. Written Assignments
- C. Lecture
- D. Quizzes and Final Exam

**Course Weight** 1000 points possible for cycle

Item	Point	Total
1 Quiz	80 points	80
Reading	568 pp of course books	100
Research or Problem solving assignments	4x5pp short research paper /analytical problem (80 pts each)	320
Canvas Discussions/Forum	2 each week = 17.5pts each	140
Personal Leadership Plan	220	360
Final Exam	None	0
<b>Total</b>		<b>1000 pts</b>

V. MATERIALS – ALL TEXTS ARE REQUIRED!

- A. Robbins, Stephen P. (2014). *The Truth About Managing People...And Nothing But the Truth* (4<sup>th</sup> ed.), Prentice Hall. **13 digit ISBN# 978-0134048437, retail price \$22.46.**
  
- B. Covey, Stephen R. (2013). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster. **13 digit ISBN# 978-1451639612 retail price \$10.72.**
  
- C. The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. TENTATIVE CLASS SCHEDULE

<b>Week</b>	<b>Class Topics</b>	<b>Assignments</b>	<b>Quiz/Exam</b>	<b>Reading</b>
Week 1	Course 8 Week Overview/In class & Canvas Discussion  <b>Topic:</b> Leadership	Discussion Question (PLO,1,2,3,4,5) (SLO 1-8)		<b>Robbins</b> Part 1&2 <b>Covey</b> Part 1 Habit 1 For both books: (PLO, 1,3,4) (SLO 1,10)
Week 2	<b>Topic:</b> Organizational Development	Discussion Question ((PLO,1,2,3,4,5) (SLO 1-8)	<b>Quiz</b> (PLO,1,2) (SLO, 5,9)	<b>Robbins</b> Part 3&4 <b>Covey</b> Habit 2 For both books: (PLO, 1,3,4) (SLO 1,10)
Week 3	<b>Topic:</b> Marketing	Discussion Question (PLO, 1,2,3,4,5) (SLO 1-8)		<b>Robbins</b> Part 5 <b>Covey</b> Habit 3  For both books: (PLO, 1,3,4) (SLO 1,10)
Week 4	<b>Topic:</b> Managerial Economics	Discussion Question (PLO, 1,2,3,4,5) (SLO 1-8)  First 10 pages of Paper Project for assessment  (PLO, 1,2,3,4,5) (SLO 1-8)		<b>Robbins</b> Part 6 <b>Covey</b> Habit 4 For both books: (PLO, 1,3,4) (SLO 1,10)
Week 5	<b>Topic:</b> Accounting	Discussion Question (PLO, 1,2,3,4,5) (SLO 1-8)	<b>Quiz</b> (PLO,1,2) (SLO, 5,9)	<b>Robbins</b> Part 7&8 <b>Covey</b> Habit 5  <b>For both books:</b> (PLO, 1,3,4) (SLO 1,10)
Week 6	<b>Topic:</b> Statistics & Analytics	Discussion Question (PLO, 1,2,3,4,5) (SLO 1-8)		<b>Robbins</b> <b>Part 9</b> <b>Covey</b> Habit 6  For both books: (PLO, 1,3,4) (SLO 1,10)
Week 7	<b>Topic:</b> Strategic Management	Discussion Question (PLO, 1,2,3,4,5)	<b>Quiz</b>	<b>Robbins</b> Part 10 <b>Covey</b>

		(SLO 1-8)	(PLO, 1,2) (SLO, 5,9)	Habit 7 <b>For both books:</b> (PLO, 1,3,4) (SLO 1,10)
Week 8	<b>Topic: Business Law &amp; Ethics</b> <b>Review for Final Exam</b>	Submit complete Paper by last day of Cycle  (PLO, 1,2,3,4,5) (SLO, 1-8)	(PLO,1,2,3,4) (SLO1-8)	Covey Appendixes

- Students with disabilities have the responsibility of informing the DSS Director ([dss@calvary.edu](mailto:dss@calvary.edu)) of any disabling condition that may require support.
- *Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.*
- The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
- **Business Administration students must to write papers according to the *Publication Manual of the American Psychological Association, Seventh edition (APA Manual)***
- Please see textbook section for important information about using the “Bible as a textbook”.

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### RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<b>CONTENT</b> 50%	The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.  <i>39.9 or FEWER POINTS</i>	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.  <i>40 to 47.9 POINTS</i>	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper. <i>48 to 50 POINTS</i>  <b>Grade:</b>
<b>ORGANIZATION</b> 20%	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).  <i>15.9 or FEWER POINTS</i>	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.  <i>16 to 18.9 POINTS</i>	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together. <i>19 to 20 POINTS</i>  <b>Grade</b>
<b>FORMAT</b> 5%	The paper does not conform to APA style.  <i>3.4 or FEWER POINTS</i>	The paper does not conform completely to APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide). <i>3.5 to 4.4 POINTS</i>	The paper is correctly formatted to style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i> ). <i>4.5 to 5 POINTS</i>  <b>Grade</b>
<b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b> 10%	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.  <i>FEWER THAN 7 POINTS</i>	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar. <i>7 to 8.9 POINTS</i>	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors. <i>9 to 10 POINTS</i>  <b>Grade</b>
<b>READABILITY &amp; STYLE</b> 15 %	The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.  <i>10.4 or FEWER POINTS</i>	Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.  <i>10.5 to 13.4 POINTS</i>	The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice. <i>13.5 to 15 POINTS</i>  <b>Grade</b>

**What is a Substantive Post?**  
By Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas.

Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

#### Reference

Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God’s agenda*. B & H Publishing: Nashville, TN.