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MIS101: The Business Organization

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching a course approved in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

Course Overview: MIS101 is a University Studies course specifically designed and targeted for Freshman Business majors. The class is anchored with practical academic activities and experiences that tackle the vital goals of 1E of the University Studies objectives. The class is seasoned with First Year Experiences that explore Goal Setting, Decision Making, the Educated Person and the reality of freshman year transitions. In addition, the assurance of learning concepts and introductory Business foundations are integrated with ample application. The course includes a computer literacy component specifically addressing the need for Business majors to have proficiency and competency in Microsoft Office products.

Learning Outcomes:

University Studies Learning Outcomes:

After completing this course, students will be able to:

1. Express the rationale for a broad education, as described in the UMD Commitment to Student Learning.
2. Define engaged learning in the context of their major, discipline or community.
3. Apply the concept of engaged learning to their personal goals.
4. Explain how perspectives within one or more academic disciplines impact the community.
5. Explain how issues in the community can be understood within an academic discipline.

At the end of this course, students will be able to express the rationale for a broad education (Cluster 1E1) and will demonstrate their understanding through a reflection activity. Their classroom and co-curricular participation will illustrate engaged learning in the context of their community (Cluster 1E2 and 1E3). Students will also explain how perspectives within one or more Business disciplines impact the community and the sub-culture of Business (Cluster 1E4) through responses to readings and the various activities, assignments and projects contained in the syllabus.

Course-Specific Learning Outcomes:

The Charlton College of Business aims to develop student abilities in the following four areas:

1. Learning and innovation skills
2. Information and technology literacy skills
3. Career and life skills
4. Ethics, sustainability, diversity and global awareness

Examples of Texts and/or Assigned Readings:

Text: Nickels, “Understanding Business” (McGraw-Hill text with Connect).

Charlton. The Charlton Story. (Loaned to student for semester).

SAM Software Account

Journal: either a hard copy or electronic

**Example Assignments and Assessments
linked to the University Studies objectives
appear on the following pages.**

Objective #1: Express the rationale for a broad education

Reading: The Educated Person

Instructions: All students will read and outline the article entitled, “On What it Means to be an Educated Person.” The instructor/professor will also dedicate an interactive class discussing the major themes and tenets of the content in the article which is located at:

<http://www.umassd.edu/media/umassdartmouth/fycm/whatitmeasuredpers.pdf>

The instructor/professor will give numerous examples of how Business intersects and applies to being an educated person.

Assignment #1:

- 1. All students will create an electronic newsletter by making a poster via Glogster, which is a Web 2.0 format. For more information go to: www.glogster.com. The newsletter will focus on observation, integration and application of the major themes and concepts on an educated person. The application will focus upon how an educated person impacts the culture of Business.**
- 2. A Discussion Board will be created for students to share their creations and interact in an online academic learning community by posting observational comments on each person’s newsletter.**
- 3. Students will do a journal entry based on the experiences, possibilities and application of being an educated person. In other words, how is this content relevant in their lives?**

Assessment for Assignment 1:

The instructor will grade the Glogster poster using the rubric below.

Rubric for Objective #1	F	D	C	B	A
Content					
The student has a thorough understanding of the “Educated Person.”					
Multiple facts are displayed and written in the student’s own words.					
Originality and Appearance					
Poster is unique and attractive while representing the student’s original thoughts and creativity.					
Use of Media					
Student has incorporated at least one hyperlink, video, sound effect, text box, and picture related to their topic.					
Mechanics, Grammar, and Punctuation					
There are no mechanical, punctuation or grammatical errors on the poster.					
OVERALL ASSESSMENT					

Objective #2: Define engaged learning in the context of Business

Assignment #2:

In this reflective assignment, students will assess their own progress towards an understanding of their goals.

- 1. Students will write and submit a statement of goals by the end of the second week of the semester.**
- 2. Students will attend one academic/professional event outside of the classroom sponsored by the Charlton College of Business. Events should be in dialogue and approved by their MIS101 instructor.**
- 3. A final reflection will ask students to return to their original goals and expand the statement. Students connect their own goals to relevant goals of the University, University Studies and the Charlton College of Business. Students will explain how engaged learning in and about their major will help them meet their personal and professional goals. Students will also describe a connection between research that could be done as part of a business course and the larger community.**
- 4. Students will explain shifts in their goals or plans during the semester.**

Assessment for Assignment #2:

The final assessment may be a paper, an oral presentation, a wiki, or online presentation. The assessment rubric below will be distributed to the various instructors and graded accordingly.

Rubric for Objective #2	F	D	C	B	A
Goals					
Articulates a full set of student goals, joining University Studies, Charlton College of Business and University goals.					
Relationships Between Goals					
Articulates the relationships between their personal interests, knowledge and inquiry in the various arenas of Business.					
University Major and Goals					
Situates themselves in their personal interests and how the major connects to their goals.					
Engaged Learning					
Explains engaged learning in their personal interests and how the major connects to the larger community.					
Staff and Goal Shifts					
Explains how MIS101 and the staff of the Charlton College of Business helped the settle into the major and what specific shifts have occurred in their goals and plans.					
Overall Assessment					

Objective #3: Apply the concept of engaged learning to their personal goals

Assignment #3: This assignment will focus upon the critical elements of past, present and future challenging students to examine their personal goals, specifically as a college freshman in the Charlton College of Business.

A. Past

The instructor/professor will distribute a copy of the poem, “I Am From” that is contained below.

I AM FROM

*I am from Avis and Frank, Agnes and Fred, Glessie May and Mark.
From the Ozark Mountains and the high plains of Eastern Colorado,
From mountain snowmelt and lazy southern creeks filled with water moccasins.
I am from oatmeal eaters, gizzard eaters, haggis and raccoon eaters.
I'm from craziness, darkness, sensuality, and humor.
From intense do-gooders struggling through ranch winters in the 1920s.
I'm from “If you can't say anything nice about someone don't say anything” and “Pretty is as pretty does”
I'm from no-dancing-or-drinking Methodists, but cards were okay except on Sunday, and from tent-
meeting Holy Rollers,
From farmers, soldiers, bootleggers, and teachers.
I'm from Schwinn girl's bike, 1950 Mercury two-door, and West Side Story.
I'm from coyotes, baby field mice, chlorinous swimming pools,
Milky Way and harvest moon over Nebraska cornfields.
I'm from muddy Platte and Republican,
from cottonwood and mulberry, tumbleweed and switchgrass
from Willa Cather, Walt Whitman, and Janis Joplin,
My own sweet dance unfolding against a cast of women in aprons and barefoot men in overalls.*

(Pipher, 2002, pp. 3-4)

Pipher, M. (2002). *The middle of everywhere: The world's refugees come to our town*. New York: Harcourt, Inc.

1. Students will be instructed to have a writing prompt, writing their own “I Am from” poem in class.
2. The purpose of this interdisciplinary poetry assignment is to focus on the student's past, to celebrate their heritage, their joys and concerns.
3. Students will break into small groups and share their poems. The instructor/professor will emphasize and celebrate the diversity in the classroom as Business majors in the CCB.
4. Students will write an entry in their journal.

Present

1. The instructor/professor will show a video clip that depicts the realities of the seismic shift of transitioning from high school to being a college freshman, especially focusing upon those who live in residence halls.
2. Large group discussion as well as small group discussion will be experienced.
3. Various college resources and campus services/literature will be distributed as well as the navigation of the university website.
4. A representative staff person from student affairs will share a brief overview of resources available to freshmen.

Future

1. A class will be dedicated to an overview of goals and goal setting specifically as a freshman in the Charlton College of Business.
2. Each student will complete the *MIS 101 Goal Document (Short Form)*, which appears in 2 separate PDF attachments (*MIS101_GoalDoc1_022813.pdf*, and *MIS101_GoalDoc2_022813.pdf*).
3. Each student should place an entry in their journal sharing a long term goal, a mid-range goal and a short term goal.

Assessment #3: The instructor will assess the MIS101 goal document based upon the following rubric.

Rubric for Objective #3	F	D	C	B	A
Acceptance					
Demonstrates belief in the achievability of the goal in multifaceted ways; initiates the goal-setting process					
Specificity					
Goals are written in a concise, focused, clear manner; goals relate specifically to the desired outcome; a detailed, realistic method has been developed to measure goals					
Challenge					
Identifies and understands rewards to self and/or others, addresses potential problems before they occur; demonstrates an intrinsic desire for successfully accomplishing goal					
Feedback					
Sets benchmarks for deadlines as well as goal attainment; steps taken toward meeting deadlines; evaluates how realistic and manageable the deadlines are...					
Overall Assessment					

Objective #4: Explain how perspectives within one or more academic disciplines impact the community.

Team Decision Making impacts not only individuals but the community as well. Teamwork is a vital value in the Millennial generation as well as a critical component for future success as a present Business major and future business person. The topic will be addressed with the following activities.

- 1. A class will be dedicated on the topic of Decision Making and Teamwork. Various methodologies of decision making and teamwork skillsets will be explored.**
- 2. The lessons will be applied by sharing snippets from various business disciplines with examples.**

Assignment #4: This activity engages decision making skills utilizing various academic disciplines. The activity focuses upon individual decision making as well as team work, cooperation and team building skills. The instructor/professor will emphasize the importance and reality of team work and decision making in the various disciplines of Business as well as other academic disciplines and careers.

Lost on the Moon Worksheet from NASA

Your spaceship has just crashed on the moon. You were scheduled to rendezvous with a mother ship 200 miles away on the lighted surface of the moon, but the rough landing has ruined your ship and destroyed all the equipment on board except for the 15 items listed below. Your crew's survival depends on reaching the mother ship, so you must choose the most critical items available for the 200-mile trip. Your task is to rank the 15 items in terms of their importance for survival. Place a number 1 by the most important item, number 2 by the second most important, and so on, through number 15, the least important.

-
- | | |
|-------|--|
| _____ | Box of matches |
| _____ | Food concentrate |
| _____ | 50 feet of nylon rope |
| _____ | Parachute silk |
| _____ | Solar-powered portable heating unit |
| _____ | Two .45-caliber pistols |
| _____ | One case of dehydrated milk |
| _____ | Two 100-pound tanks of oxygen |
| _____ | Stellar map (of the moon's constellations) |
| _____ | Self-inflating life raft |
| _____ | Magnetic compass |
| _____ | 5 gallons of water |
| _____ | Signal flares |
| _____ | First-aid kit containing injection needles |
| _____ | Solar-powered FM receiver-transmitter |

Students should attempt solving the Lost on the Moon activity individually. Then the students will be divided into groups to work on consensus building and teamwork to solve the problem at hand. A comparison of scores (individual vs. team) will be tallied. Small group discussion questions will be examined with feedback solicited from each team.

Students will spend some time with a reflection entry in their journal.

The teams will become permanent small groups for future class discussion and an end-of-term oral presentation.

Assessment #4: The instructor will assess the individual students based on the rubric below.

Rubric for Objective #4	F	D	C	B	A
Project Planning					
Team member identified and utilized the other member's knowledge and expertise					
Team member focused on issues that facilitated solving the problem					
Team member established actionable goals for his/her part of the problem					
Team member used appropriate tools and processes to resolve the problem/task, including establishing sub tasks, milestones, and quality levels (as necessary)					
Team Management					
Team member was accountable for managing the problem/task, resolving personnel issues, and actively working to achieve the goals					
Team member demonstrated collaboration, negotiation & compromise					
Team member gave & received constructive feedback					
Team Mechanics					
The team member communicated with stakeholders as appropriate					
Team member was flexible to changing conditions and build contingency plans as needed					
Team member contributed to success					
Team Interaction					
Team member was respectful of stakeholders					
All viewpoints were heard & recognized – including stakeholder positions not represented actively on the team					
Roles & responsibilities were effectively managed by the team member (i.e., team leader, timekeeper, recorder, etc.)					
Project Result / Output					
Team member's work was of professional quality					
Team member achieved all required milestones and timelines					
Team member achieved project completion in collaborative manner					
OVERALL ASSESSMENT					
Overall, the team member was:					

Objective #5: Explain how issues in the community can be understood within an academic discipline.

The topic for this objective is examining the landscape of Human Resources, specifically examining the multiple generation workforce challenges, joys and conflicts. The reality is that there are 4 generations working side by side in the landscape of the global workforce. The following activity and assessment will enable students to tackle some of the strengths, weaknesses, opportunities and threats of a multiple generation workforce. The application will be to examine a local, community-based company or organization that has a multiple generation workforce.

The instructor/professor will give an overview of this human resources issue using the following video clips as well as a homework assignment that tackles the topic at hand.

Assignment #5: As we observe the current human resources landscape, there are definitely 4 different generations working in business and industry. Please view the following 2 video clips on YouTube and post a credible academic post. In other words, please respond in complete sentences with a credible response that is coupled with some length and detail. Please remember to integrate business terms and apply the content.

A. Generation Y vs. Baby Boomers

Go to: <http://www.youtube.com/watch?v=JugpV3jg0Cg&feature=related>

The instructor/professor will spend some time teaching the nuances, age levels and various characteristics of the GI Generation, the Silents, the Baby Boomers, Generation X and Gen Y/Millennials. A special emphasis on the history of Business will be explored adding some benchmarks and anchor points of domestic and international business and its impact upon generations.

The following assignment will be distributed via a Discussion Board. Students are to post their response by Thursday night and respond with a credible post to at least 3 fellow classmates by Sunday night.

B. Generation Y/The Millennials

1. If you Google the word Generation Y or Millennials, what are some characteristics and a description of this generation?
2. What is the point of this fun yet purposeful skit in the YouTube video between the Gen Y and Baby Boomer?
3. What are some generational challenges between Generation Y and older generations?
4. Have you experienced any of this in your current or previous jobs? Be specific...
5. What companies and organizations in New Bedford, Dartmouth and Fall River have these generational challenges?

C. Generation Next, the Workplace

Go to: http://www.youtube.com/watch?v=y_jB1Q0K5BI&feature=related

1. What are some observations of the Millennials in this video?
2. What are some challenges presented by the consultant?
3. What are the strengths of the Millennials portrayed in this news clip?
4. What are the weaknesses of the Millennials in this news clip?
5. Do the generational trends or challenges relate to you? Why or Why not?
6. What are some specific strategies that businesses can use to connect and include Generation Y in the best practices of Human Resources?
7. What companies in New Bedford, Dartmouth and Fall River, have these generational issues?

Optional/Additional/Extra Credit: Students could interview a supervisor in a local company or organization seeking their feedback on the positive and negative factors of a multiple generation workforce.

Assessment #5: The instructor will grade the Discussion Board based on the rubric below.

Rubric for Objective #5	F	D	C	B	A
Frequency					
Participates 4-5 times throughout the week.					
Initial Posting Assignment					
Posts well developed assignment that fully addresses and develops all aspects of the task.					
Follow Up Postings					
Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.					
Content Contribution					
Posts factually correct, reflective and substantive contribution; advances discussion.					
References and Support					
Uses references to literature, readings, or personal experience to support comments.					
Clarity and Mechanics					
Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.					
Overall Assessment					

END

NAME: _____

1. The area that I want to work on is _____

Example: I want to prepare for and compete in the Triple Threat Triathlon Series this upcoming year including runs, distance biking on alternate weekends, and pool/lake swimming on a weekly basis during lunch.

2. Why improve myself in this area? _____

a. Benefits of improving: _____ b. What happens if I do not improve: _____

(1) (1)

(2) (2)

(3) (3)

(4) (4)

3. How strong is my commitment to change? HIGH / MED / LOW

4. Why do I think this is an area that I need improvement in? (circle one)

5. My goal for improvement is:

6. What help do I need to achieve this goal?

7. How will I know when I have reached my goal?

Goal setting
"Eyes on the prize"

- The planning and execution toward a desired outcome -

Why it works- Directs your attention, mobilizes your effort, increases persistence, and helps employ new learning strategies

Key Points- Methodical & Continuous process, "readily visible," implemented into the counseling process, Process VS Outcome

Common Roadblocks- lack of skill, knowledge, support, risk, persistence

Steps- Procedure for creating a blueprint for success

1. Define your Dream- most move and effect you physically
2. Know where you are right now
3. Be honest about what you need to develop - 4 or 5 major components- Tech, Tact, Phys, Mental

4. Make a plan for daily improvement-4 Actions & 4 Self-fulfilling Prophecy statements which support each major sub goal

5. Commit yourself completely- incorporate into time management plan

6. Continually monitor your progress - Keep a professional journal of success

