## FGCU Course Syllabus

Subject to change as deemed necessary and appropriate by the course instructor

<table>
<thead>
<tr>
<th>Course Number</th>
<th>MAN 3025 – crn 81019 / Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division</td>
<td>BUSINESS</td>
</tr>
<tr>
<td>Subject Area</td>
<td>MANAGEMENT</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
</tbody>
</table>

### Course Title
**Principles of Management** (Formerly Contemporary Management Concepts)

### University Course Catalog Description
A survey course that covers the fundamentals of the management process including planning, organizing, controlling and leadership. Emphasis is on models, theories and tools for the effective and efficient management and leadership of domestic and global organizations.

### College of Business Curriculum Placement
This course is designed to provide a broad overview of the functions and applications of management in contemporary organizations and is a core course for all students in the Lutgert College of Business. No matter what career you’ve chosen, the material in this course will be relevant to your work and your life. It’s assumed that this is the first management class for most students, so coverage will emphasize the basics. MAN3025 provides the foundations of management that will later be applied in the Strategic Management course taken by all students of the Lutgert College of Business.

### Required Text
Management 10 edition  
By: Richard L. Daft  
South-Western Cengage Learning  

### Required 15-Week Newspaper Subscription
The Wall Street Journal – 15-week subscription  
Purchase discounted packet at the Book Store OR  
Enrollment online: [www.wsj.com](http://www.wsj.com) (request student rates)  

**Proof of on-line enrollment will automatically be sent to the Instructor.**

### Meeting Information

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Days</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19/2013</td>
<td>12/9/2013</td>
<td>M/W</td>
<td>2:00 TO 3:15pm</td>
<td>Lutgert 1201</td>
</tr>
</tbody>
</table>

### Final Exam
**Wednesday, December 11, 2013 @ 1:30 to 4:15pm**

### Syllabus URL
Full Syllabus available on Canvas (See FGCU homepage for direct link)

### Darlene Andert  
Ed.D. CMC CFM

Office Location: Lutgert Hall- Room 3349  
Open Office Hours: M/W 1:00 TO 2:00PM – Tuesdays 3:00 to 6:00pm  
Other hours by appointment (590-7322)  
dandert@fgcu.edu For best contact, please use the Canvas email system.

Dr. Andert’s education includes a BA from Alverno College with a dual major in Business Management and Professional Communications, a master’s degree from Central Michigan
University in Administration, and a doctoral degree from The George Washington University Graduate School of Organizational and Human Development, the Executive Leadership Program in Human Resource Development. She’s authored books and numerous articles; designed and delivered certification programs; and provided over a decade of service to organizational development projects for national and local organizations. She is the Director of the Institute for Responsible Corporate Governance at FGCU. She is an Arbitrator for the Financial Industry Arbitration Association (FINRA), Certified Financial Manager and (CFM); Certified Management Consultant (CMC). Her research covers corporate governance and generational leadership.

University Statements

Academic Behavior Standards and Academic Dishonesty
All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document, which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/StudentConduct/behavior.html and http://studentservices.fgcu.edu/judicialaffairs/new.html

Disability Accommodations Services
Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930. Forms: http://www.fgcu.edu/generalcounsel/files/forms/Formal_Request_for_Accommodations_Student043010.pdf

Student Observance of Religious Holidays
All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Lutgert College of Business Mission

The Lutgert College of Business provides a high quality, student-centered learning environment to prepare students with the knowledge and skills needed to contribute to and take leading positions in business and society. Our faculties are devoted to teaching excellence, scholarship, and service that enhances our academic and business communities and we are dedicated to building partnerships that foster the economic growth of the southwest Florida region and beyond.

Management Department Mission

We believe that great leaders effectively deal with both people and problems. Therefore, the department of management provides managerial knowledge and skills that enable students, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; and (2) identify, understand, and implement successful solutions to complex organizational issues in today’s dynamic global environment.
# MAN3025 EPCK Learning Objectives

<table>
<thead>
<tr>
<th>Learning Goal &amp; Learning Objective. BBA Graduates will</th>
<th>Learning Objective MAN graduates will</th>
<th>Course Learning Objectives (Measureable)</th>
<th>Assessments Used to Measure Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the business environment</td>
<td>• Analyze ethical issues as they apply to management.</td>
<td>Understand the ethical, global and sustainability issues related to the management process. (1)</td>
<td>Exam Questions</td>
</tr>
<tr>
<td>• Demonstrate knowledge of ethical Issues.</td>
<td>• Propose solutions to business problems in a global environment.</td>
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<tr>
<td>• Demonstrate knowledge of global factors influencing business.</td>
<td>• Explain the importance of environmental responsibilities.</td>
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<td></td>
</tr>
<tr>
<td>• Explain the importance of environmental responsibility.</td>
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<tr>
<td>Be effective problem solvers</td>
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<tr>
<td>• Solve business problems using analytical tools.</td>
<td>Apply Peer Review as a problem solving and analytical tool to enhance group work. (3)</td>
<td></td>
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<tr>
<td>Be effective communicators</td>
<td>• Demonstrate effective oral communication skills.</td>
<td>Demonstrate the ability to effectively work with others in a diverse team by preparing and delivering a presentation (3)</td>
<td></td>
</tr>
<tr>
<td>• Deliver effective oral presentations.</td>
<td>• Prepare effective written materials.</td>
<td>Prepare and deliver a paper meeting college-level writing standards.</td>
<td></td>
</tr>
<tr>
<td>• Prepare effective written reports.</td>
<td>• Work effectively in diverse Teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be effective communicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Deliver effective oral presentations.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Prepare effective written reports.</td>
<td></td>
<td></td>
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<tr>
<td>Have interdisciplinary business knowledge</td>
<td>• Explain key Management theories and practices.</td>
<td>Acquire and recognize the fundamentals of effective management and leadership with an organizational behavior perspective. (1)</td>
<td></td>
</tr>
<tr>
<td>• Understand main concepts &amp; definitions in accounting, economics, finance, information systems, management, marketing, and operations management.</td>
<td></td>
<td>Understand how the concepts, theories, models, framework, and techniques in areas as decision-making, planning, organizing, communicating, staffing, and controlling apply to problem solving in organizations. (1)</td>
<td></td>
</tr>
<tr>
<td>• Integrate knowledge across disciplines.</td>
<td></td>
<td>Understand how and where the course topics are applied in the business world To be able to successfully research current business journals and newspapers in order to understand the various applications of management content and the business environment in which the student will work.</td>
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</tr>
</tbody>
</table>

## Course Policies

**TEACHING METHODS:** This is a participatory course. Spontaneous learning is expected. Exploration, social learning, and self-study are also your allies. Students are assigned to project groups as an action learning labs. Take the initiative to stay in contact with your group members throughout the semester as the group experiences and work also serves as the foundation for giving and receiving peer assessments.

The professor will not lecture all topics in the text. YOU MUST READ THE TEXT INDEPENDENTLY. Expect class and online discussions and activities to expand course content. If you don’t read, the lectures are likely to seek disjointed and that will lessen your learning.
Use of technology is a big part of the curse. Students will log onto Canvas to complete Discussions Forums and exercises. Group work requires frequent log-ins. All groups have private online discussion boards, file space, and chat rooms for this purpose. Use of technology may include: Google Docs, Google Drive, ooVoo, Skype, GroupMe, Yammer, face Book, second Life, Photosphere and other computer mediated communications (CMC).

**Each student will be responsible for the following:**
1. All materials listed in the text and the syllabus.
2. All readings and/or written assignments.
3. Class participation and attendance.
4. Handing in the assignments at the beginning of class, on the assigned due date, and in the required format.
5. All work assigned in class, whether on the syllabus or not.
6. All information disseminated in class whether in the syllabus or not.
7. All written work submitted must be typed and in 12 point font, double spaced, with correct spelling and grammar and submitted via Canvas as a Word document.
8. Read the chapters and other assigned materials before coming to class.
9. Please use University email for all electronic communications with the Professor.
10. Read all material to be discussed in class prior to class.

**Cell Phone/Electronic Devices:** Laptops, iPods, cell phones, and all other electronic equipment must be OFF and stowed when class is in session. No exceptions, unless the device is being used for class purposes and approved ahead of time by the Professor. **If you use electronic devices during class without prior approval from your Professor, your grade for the course will be lowered.**

**Plagiarism:** Plagiarism includes using the work or words of others without proper citations. Copying an assignment from a friend, roommate, etc. is plagiarism. Any plagiarized work will be given a grade of zero (0).

**Cheating:** Anyone caught cheating will receive an automatic grade of F for the class.

**Attendance/Participation Policy:** Class participation is a vital component in your learning in this class. You cannot participate if you are not in class. A student gains participation/attendance points for classes in which the student is present and participates effectively and loses points when absence and/or when there is little or no participation. If you miss more than 1 class you will lose 5 participation/attendance points. If you miss 3 classes you could potentially lose all participation/attendance points. There are no excused versus unexcused absences. Attendance is taken by a sign-in sheet and will be the official attendance record. It is your responsibility to sign-in for every class. Signing-in and leaving class early or arriving to class late may reduce your attendance/participation points. Signing in for anyone other than yourself will be considered cheating, which will result in an automatic F for the class.

As per University policy, an instructor who informs students about the necessity of attendance may request the Registrar to drop the student from the class for lack of attendance. This is the required written notice about attendance. Due to the course’s need for students to quickly form and begin working in teams, any student who fails to attend the first two class sessions will be administratively dropped from this course by the instructor.

Students who are dropped from this course by the University for Non-payment of tuition and/or fees are still responsible for timely completion of all course activities and assignments while working on reinstatement to this course. Deadlines are stated in the course syllabus and may be altered.

This is a NO FREE RIDING COURSE and ALL group members are expected to equivalently participate in the aspects of the group action-learning project THROUGHOUT THE ENTIRE SEMESTER. Missing more than one meeting is not acceptable. Late work or poor work product is not acceptable. If any group member(s) free-rides on the group efforts, the group is encouraged to communicate with the member in question, immediately. If work ethic remains unacceptable, groups are asked to take immediate action to remove unproductive member(s). Terminated members will complete a personal project that can meet the course requirements. The instructor reserves the right to terminate a group member for free-riding. Class attendance is one the Professor may use to make this determination.

If an individual group member seeks to quite a group, that individual will have all group members sign a TERMINATION FOR FREE RIDING FORM (attached to this syllabus) and submit the completed form to the professor. Selecting to quite the group will have the same action/consequences as being terminated by your fellow group members as outlined below.

Upon receipt of the completed TERMINATION FOR FREE RIDING FORM, the leaving party will:
1. Set an appointment to meet with the Professor to select a new presentation topic,
2. Prepare and present an individual project during the week of exams in a one-on-one session with the Professor and
(2) a select audience (the student is responsible to set the appointment with the professor the week BEFORE Final exams or forfeit the opportunity to present;
(3) Complete an individual Self-Evaluation form using the group termination experience as a point of view,
(4) Receive a zero for a peer grade. The final report is due at the time of the presentation.

**NO EXTRA CREDIT is offered or make-up assignments for missed work.**

Course grades will be translated into a letter grade as listed below with **NO ROUND UP**.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.00+</td>
<td>90.00 - 92.99</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90.00 - 92.99</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87.00 - 89.99</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83.00 - 86.99</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80.00 - 82.99</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77.00 - 79.99</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73.00 - 76.99</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70.00 - 72.99</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67.00 - 69.99</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63.00 - 66.99</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60.00 - 62.99</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 60.00</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

Course grades are posted on Angel throughout the semester and **GRADE CORRECTIONS ARE DUE WITHIN TWO WEEKS of the date the grade was posted.** Bring your original document as proof.

Please bring your original homework paper as proof of the grade correction.

At the end of the semester, final course grades posted to Gulfline at: [http://gulfline.fgcu.edu](http://gulfline.fgcu.edu).

The grade of “Incomplete” will be given by exception only in accordance with University policy. An Incomplete Grade Contract Form must be completed prior to receiving the Incomplete.

### Assignments and Grading Percentages

**I. FIRST COURSE EXAM** is **15%** of your grade.

**II. SECOND COURSE EXAM:** This is **worth 20%** of your grade.

**III. THIRD COURSE EXAM:** This is **25%** of your grade.

**INDIVIDUAL WRITING ASSIGNMENT:** This is **worth up to SIX POINTS added to the earned grade of the THIRD EXAM.** Students are required to purchase and use the Cengage Publishing WriteExperience software package. Students will need the key code located in the software packet to access the online learning management system where each will submit a written response to a pre-selected MOTIVATION question.

Students are **required to post a minimum of THREE submissions that show a progression in the earned writing score to have points to the final exam grade** and are encouraged to upgrade and resubmit as many times as desired during the semester in order to obtain the higher points. Automated scores range from zero (0) to six (the highest possible points obtainable) with are returned with automated feedback. **Failure to submit a writing assignment through the Cengage system will result in zero earned points. All assignments MUST BE GRADED ONLINE. DO NOT SUBMIT THIS ASSIGNMENT IN HARD COPY.**

Please look under the Canvas “Lessons” tab to locate the link to the Cengage Publishing “WriteExperience” writing the assignment website. Please enter your Cengage Publishing access code (purchased through the FGCU Book Store).
IV. GROUP PRESENTATION: The Group presentation is 25% of your grade. Please see GROUP PRESENTATION GRADING CRITERIA.

DIRECTIONS: (1) Groups will provide the open class music that introduces or links to the chapter of the week. (2) Each group is assigned a topic during at the beginning of the course. Please see the homework outline for your group’s specific presentation date (listed by group number). A list by group number and topics is also posted on the Canvas site. Each group member must fully participate and must be present and PRESENT during the actual presentation.

Groups will provide a short presentation on a separate assigned topic: presentation timing is no less than 10 minutes and no greater than 20 minutes. Groups will provide the instructor with an overview of any power point slides (two slides per page format) and all class handouts BEFORE beginning the day’s presentation (please be sure to add a signed cover sheet and APA format reference page). Presentation materials and slides must include APA citations to note source of material presented. The group packet should look professional.

Have fun, be creative and informative.

VI. INDIVIDUAL PEER REVIEW OF GROUP MEMBERS: This is worth 10% of your grade.

Group members will practice personnel evaluation and appraisal of fellow group members’ efforts during the semester presentation.

Step ONE: Groups will hold a special meeting to review the individual tasks recorded on the MAN3025 Pre-Peer Assessment Evaluation Form. Group members will review the list of completed individual assignments each other’s expectation for a final Peer Grade of “A to “F.” The goal of this meeting is to open the dialog between and among group members in support of the completion of the PEER REVIEW ratings. This is time for all group members to raise issues and receive feedback before the forms are completed and submitted confidentially. All group members will acknowledge and sign off on other group members’ forms when the information on that form is considered accurate.

Step TWO: After the meeting, each group member will confidentially and independently complete the MAN3025 Group Peer Review Form. This is a confidential form so please suppress your desire to ask fellow group members about assigned grades as these questions should have been addressed during the special meeting called to exchange expectations. DO NOT SHARE PEER GRADES as this hampers the confidentiality of the process.

Each group members will place his/her completed Peer Review Form in an individual sealed envelope and place all envelopes in ONE LARGE GROUP ENVELOP. Clearly mark the names and group number on the outer envelope.

VII. The WALL STREET JORNLAL REVIEW: This is worth 5% of your grade.

Class members will locate one article each week that relates to the charter being covered. Students are called on randomly to provide a summary and engage others in a discussion of their article.

Homework Requirements

TEACHING PHILOSOPHY: Four primary elements define my teaching philosophy: (1) designing courses to offer applied, group-based student experiences that develop management AND leadership skills while students learn the business theories, models, and course topics; (2) challenging students to value and proactively learn to manage and maximize the human workforce and their energies as the most valuable business resource; (3) setting course standards that mirror the atmosphere and closely replicates the entrepreneurial nature of current business settings; and (4) treating students as autonomous adults by transferring the consequence for learning and meeting [or not meeting] the course expectations to my students and student groups, with a caring learning environment. Taken collectively, my desire is for my students to use the classroom as a mini-business laboratory. My goal every semester is for students to leave my course with the requisite business knowledge AND management skill, PLUS an awareness of the inherent abilities needed to become proactive, thoughtful, business people. I am mindful that students are the managers and leaders of tomorrow.
TEACHING METHODS: Student MUST READ assigned chapters and other materials BEFORE attending the respective class. Lectures will only highlight portions of the chapters. Student exam cover ALL material in the chapters.

The class discussions and course activities expand the course constructs covering planning; organizing, motivating, controlling, managing and leading. The assigned group experiences serve as an action learning lab in which students apply the concepts of planning, organizing, motivating, leadership and control in addition to project management, staff management, group development, personnel evaluations skills and problem solving.

For each credit of a class, you should expect to spend one hour in class and an average of 2 hours preparing outside of class each week. Therefore, since this is a 3 credit class, you should plan to devote an average of nine hours a week to this class.

Submitting Homework When NOT in Class: Any student missing a class may timely submit the homework due following these procedures: (1) Send to Canvas (when Drop Box available), OR (2) send an CANVAS EMAIL attaching the assignment BEFORE the start of the missed class and BRING A HARD COPY of the assignment to the next class session, (3) ATTACH a copy the time stamped email to verify timely submission. Failure to follow these procedures will result in a late paper.

Homework is due at the beginning of each class session or as outlined on Canvas. Once late, homework has a ONE WEEK GRACE PERIOD and must be submitted at the beginning of that class session. Homework received past the one-week grace period receives a zero. Written homework completed during a class session is considered LATE.

Canvas will replace CANVAS as the University’s Learning Management System beginning May 6, 2013. All courses in Summer and Fall 2013 will be taught with Canvas. If you are taking a Summer course, please familiarize yourself with Canvas by visiting the Student Demonstration course available from the Canvas log in page. Go to canvas.fgcu.edu and click on Student Demonstration Course.

Course Agenda and Homework Outline
This is a living document which may be periodically revised.

<table>
<thead>
<tr>
<th>MANDATORY READING before classes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MANDATORY READING before classes</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Monday 8/19/2013 2:00-3:15pm</th>
<th>No pre-session reading</th>
<th>Course Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ: Chapter 7: Managerial Planning and Goal Setting</td>
<td>Speakers: Cengage Publishing And WSJ</td>
<td>Review course objectives and assignments.</td>
<td>View SAS video</td>
</tr>
<tr>
<td>HOMEWORK ASSIGNMENT: Purchase required Wall Street Journal (WSJ) subscription at the Book Store.</td>
<td>HOMEWORK ASSIGNMENT: Submit TYPED hard copy of Pre-Course Learning Contract (five point loss for had written forms). Due at the beginning of next class.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday 8/21/2013 2:00-3:15pm</th>
<th>READ: Chapter 7: Managerial Planning and Goal Setting</th>
<th>Speakers: Cengage Publishing And WSJ</th>
<th>In-Class Exercise: Groups will work on the FIRST DRAFT of the working plan called the GANTT CHART and the GROUP CHARTER.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOMEWORK ASSIGNMENT: Students will begin to journal all INDIVIDUAL project assignments on the <a href="#">MAN3025 Pre-Peer Assessment Evaluation Form</a>. Continue journaling throughout the semester.</td>
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<table>
<thead>
<tr>
<th>2</th>
<th>Monday 8/26/2013 2:00-3:15pm</th>
<th>READ: Chapter 2: The Evolution of Management Thinking</th>
<th>HOMEWORK ASSIGNMENT: (1) Download and complete the DISC Personality survey. BRING THE COMPLETED SURVEY TO CLASS, (2) Download and complete the five questions/front page of TEAM VALUES survey. BRING THE COMPLETED SURVEY TO CLASS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>---------</td>
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<tr>
<td>Wednesday</td>
<td>8/19/2013</td>
<td>2:00-3:15pm</td>
<td>WSJ article review</td>
</tr>
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<td>Wednesday</td>
<td>8/19/2013</td>
<td>2:00-3:15pm</td>
<td>WSJ article review</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/4/2013</td>
<td>2:00-3:15pm</td>
<td>WSJ article review</td>
</tr>
<tr>
<td>Monday</td>
<td>9/9/2013</td>
<td>2:00-3:15pm</td>
<td>READ: Chapter 3: The Environment and Corporate Culture</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/11/2013</td>
<td>2:00-3:15pm</td>
<td>WSJ article review</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/18/2013</td>
<td>9:30–11:15AM</td>
<td>READ: Chapter 4: Managing in a Global Environment</td>
</tr>
<tr>
<td>Monday</td>
<td>9/16/2013</td>
<td>2:00-3:15pm</td>
<td>READ: Chapter 5: Managing Ethics and Social Responsibility</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/18/2013</td>
<td>9:30–11:15AM</td>
<td>WSJ article review</td>
</tr>
<tr>
<td>Monday</td>
<td>9/23/2013</td>
<td>2:00-3:15pm</td>
<td>READ: Chapter 5: Managing Ethics and Social Responsibility</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/25/2013</td>
<td>2:00-3:15pm</td>
<td>WSJ article review</td>
</tr>
<tr>
<td>Monday</td>
<td>9/30/2013</td>
<td>2:00-3:15pm</td>
<td>READ: Chapter 8: Strategy Formulation and Execution</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10/2/2013</td>
<td>2:00-3:15pm</td>
<td>WSJ article review</td>
</tr>
<tr>
<td>Monday</td>
<td>10/7/2013</td>
<td>2:00-3:15pm</td>
<td>READ: Chapter 9: Managerial Decision Making</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10/9/2013</td>
<td>2:00-3:15pm</td>
<td>WSJ article review</td>
</tr>
</tbody>
</table>

**Exam ONE**

Chapters 2, 3, 4, 5, 7 & 8
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Monday</td>
<td>10/14/2013 2:00-3:15pm</td>
<td>READ: Chapter 12: Managing Human Resources</td>
<td>Group FIVE</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>10/16/2013 2:00-3:15pm</td>
<td>WSJ article review</td>
<td>Group FIVE</td>
<td>Presentation</td>
</tr>
<tr>
<td>10</td>
<td>Monday</td>
<td>10/21/2013 2:00-3:15pm</td>
<td>READ: Chapter 13: Managing Diversity</td>
<td>Group SIX</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>10/23/2013 2:00-3:15pm</td>
<td>WSJ article review</td>
<td>Group SIX</td>
<td>Presentation</td>
</tr>
<tr>
<td>11</td>
<td>Monday</td>
<td>10/28/2013 2:00-3:15pm</td>
<td>READ: Chapter 15: Leadership</td>
<td>Group SEVEN</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>10/30/2013 2:00-3:15pm</td>
<td>WSJ article review</td>
<td>Group SEVEN</td>
<td>Presentation</td>
</tr>
<tr>
<td>12</td>
<td>Monday</td>
<td>11/4/2013 2:00-3:15pm</td>
<td>READ: Chapter 16: Motivating Employees</td>
<td>Group EIGHT</td>
<td>Music &amp; Presentation</td>
</tr>
<tr>
<td>13</td>
<td>Monday</td>
<td>11/11/2013 2:00-3:15pm</td>
<td>NO CLASSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Monday</td>
<td>11/18/2013 2:00-3:15pm</td>
<td>READ: Chapter 17: Managing Communication</td>
<td>Group NINE</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>11/20/2013 2:00-3:15pm</td>
<td></td>
<td>Group NINE</td>
<td>Presentation</td>
</tr>
<tr>
<td>15</td>
<td>Monday</td>
<td>11/25/2013 2:00-3:15pm</td>
<td>READ: Chapter 18: Leading Teams</td>
<td>Group TEN</td>
<td>Music &amp; Presentation</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>11/27/2013 2:00-3:15pm</td>
<td>NO CLASSES</td>
<td></td>
<td>THANKSGIVING HOLIDAY</td>
</tr>
<tr>
<td>16</td>
<td>Monday</td>
<td>12/2/2013 2:00-3:15pm</td>
<td>READ: Chapter 19: Managing Quality and Performance</td>
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</tr>
</tbody>
</table>

**Exam TWO**
Chapters: 9, 12, 13, 15 & 16.
Wednesday  
12/4/2013  
2:00-3:15pm

**LAST CLASS**

**HOMEWORK ASSIGNMENT:** Last day to submit **TYPED** Post-Course Learning Evaluation Form.

**HOMEWORK ASSIGNMENT:** Last day to submit **GROUP PEER REVIEW packets** including TYPED Peer Review Forms and TYPED Self-Assessment Forms.

Wednesday  
12/11/2013  
2:00-3:15pm

**Exam THREE: Chapters: 17, 18, & 19.**  
*Subject to change as deemed necessary and appropriate by the course instructor*

<table>
<thead>
<tr>
<th>Group Number</th>
<th>Group Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A brief overview of the formation of the <strong>European Union (EU)</strong> and some of the effects it has had on the <strong>global business society</strong> as offered in recent WSJ articles.</td>
</tr>
<tr>
<td>2</td>
<td>A brief overview of the <strong>World Trade Organization</strong> (WTO) and its role in business as supported by recent WSJ articles.</td>
</tr>
<tr>
<td>3</td>
<td>Use the Wall Street Journal to local articles that discuss four productive or interesting business applications of <strong>Corporate Social Responsibility (CSR)</strong> from which all businesses could learn a lesson (from companies not covered by the material in the textbook).</td>
</tr>
<tr>
<td>4</td>
<td>A brief background of <strong>“Enron”</strong> and what the business world learned from the collapse of this firm. Older WSJ articles may provide value to this presentation.</td>
</tr>
<tr>
<td>5</td>
<td>A brief overview of the elements <strong>Sarbanes-Oxley</strong> and how the Act changed the actions of the corporate officers &amp; the board of directors. Current and older WSJ articles may provide value to this presentation.</td>
</tr>
<tr>
<td>6</td>
<td>Using the WSJ, locate four current examples of <strong>“ethical dilemmas”</strong> occurring in business from which all businesses could learn a lesson. Describe the type of ethical framework you feel the firm is using.</td>
</tr>
<tr>
<td>7</td>
<td>A brief overview about the <strong>GOOGLE</strong> culture and how it MOTIVATES the team work and corporate innovation. Describe the type of motivational theories that may describe the framework the firm is utilizing.</td>
</tr>
<tr>
<td>8</td>
<td>Compare and contrast the <strong>old culture and leadership of IBM</strong> and the <strong>new corporate culture and leadership of IBM</strong>. Older WSJ articles may provide value to the research and presentation.</td>
</tr>
<tr>
<td>9</td>
<td>Provide a GOOD and a BAD example of a <strong>cultural leader</strong> in any current organizations (please avoid companies already covered by the textbook). Describe how each leader directly impacts the organization’s culture.</td>
</tr>
<tr>
<td>10</td>
<td>Using the WSJ, locate four examples of companies utilizing interesting, <strong>employee centered and motivating employee practices</strong> that could serve as great examples for other companies to follow. <strong>HINT:</strong> Some organizations receive awards for being the Best Place to Work.</td>
</tr>
</tbody>
</table>
GROUP NUMBER ___

Names of all Group Members (type form):

Topic:

Report Submission Date (MM/DD/YY): ___/___/2013

"I certify that ALL members signing this form fully participated throughout the entire group project. I also personally certify that this presentation is: (a) an original work containing full citations indicating the source of research material(s), and (b) that work was NOT previously submitted for credit in this or any other course"

Student’s signature      Date

Student’s signature      Date

Student’s signature      Date

Student’s signature      Date

Student’s signature      Date

Student’s signature      Date

Academic Dishonesty Policy

a) Cheating, includes, but is not limited to:

1) Intentionally using or attempting to use any unauthorized assistance (including, but not limited to materials, communication of information during an academic exercise, notes, study aids or devices) in an academic exercise, including, but not limited to, quizzes, tests, or examinations;

2) Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

3) The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;

4) Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion;

5) Submitting work that has been purchased or borrowed generously from work submitted in a previous or concurrent class, except where expressly permitted by the instructor; or

6) Communication to another through written, visual, electronic, or oral means.

b) Selling notes, handouts, or other materials without authorization or using them for any commercial purpose without the express written permission of the University and the instructor.

c) Falsifying or misrepresenting your academic work.

d) Plagiarism: using work appropriated without any indication of the source.

e) Knowingly helping another student violate academic behavior standards.

Attach the presentation slides, handouts and other materials utilized during the presentation.
<table>
<thead>
<tr>
<th>Characteristic/criteria</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Unvaried or erratic volume &amp; pace. Speaker seemed uninterested or uncomfortable.</td>
<td>Volume &amp; pace were satisfactory, but did little to engage listeners.</td>
<td>Volume &amp; pace showed the speaker’s enthusiasm for the topic &amp; engaged audience.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Reads report with little or no eye contact; unprofessional manner.</td>
<td>Mostly reads from notes or slides; usually professional.</td>
<td>Professional manner; maintains eye contact; references notes or slides.</td>
</tr>
<tr>
<td>Voice</td>
<td>Student mumbles or incorrectly pronounces term. Frequent use of filler words (such as “like” or “uh”).</td>
<td>Student's voice is usually clear. Most words pronounced correctly. Occasional use of filler words.</td>
<td>Student uses a clear voice and correct pronunciation; audience can hear &amp; understand; few or no filler words (such as “uh” or “like”).</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>Presentation or section is unorganized &amp; the logic of arguments is not made clear. Confusing.</td>
<td>Presentation or section is generally clear &amp; well organized. A few minor points may be confusing.</td>
<td>Presentation or section is logical &amp; organized. Audience can follow line of reasoning.</td>
</tr>
<tr>
<td>Structure</td>
<td>Presentation or section offered without a sense of coverage of key points.</td>
<td>Key points and conclusion made clear but summary of main points was unclear.</td>
<td>Presentation or section came to suitable conclusion with main points clearly summarized.</td>
</tr>
<tr>
<td>Subject Knowledge</td>
<td>Speaker read material and gave vague, no response, or nonspecific responses to questions.</td>
<td>Speaker offered some additional information and responded hesitantly, but knowledgeably to questions.</td>
<td>Speaker displayed comprehensive data and responded to questions fully, knowledgeably, &amp; without hesitation.</td>
</tr>
<tr>
<td>Additional Criteria</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Presentation Materials</td>
<td>Typos and formatting problems throughout slides presented.</td>
<td>Some typos and formatting problems on the slides presented.</td>
<td>Professionally formatted and offered presentation material throughout.</td>
</tr>
<tr>
<td>Cited Support for Presentation Content</td>
<td>No citations offered on slides. No Reference page provided.</td>
<td>Some citations missing or improperly formatted. Reference sheet only.</td>
<td>Appropriate citations throughout. Appropriate Reference page provided.</td>
</tr>
<tr>
<td>Individual Totals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Grade</td>
<td></td>
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</tr>
</tbody>
</table>
PEER REVIEW PACKET
MAN3025 PRE-PEER ASSESSMENT SELF EVALUATION FORM:

DIRECTIONS: Use this form to journal ALL individual assignments throughout the semester. This form should mirror the final Gantt chart. At the end of the semester, please download your completed form, share with fellow group members, receive their signatures, and place signed forms from each group member in the PEER REVIEW PACKET. Also include the Peer Review Forms.

Your Name:        Group Number:

QUESTION ONE: Specifically, describe the exact work *you performed* in support of the group project.

<table>
<thead>
<tr>
<th>Date Assigned</th>
<th>Work Assigned</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>10</td>
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</tbody>
</table>

Expand form if additional space is needed.

QUESTION TWO: Grade your personal overall efforts:

- **“F”** – Provided very limited efforts to the project or displayed behaviors that were negative to group process.
- **“D”** – Attended meeting but added minimal or no real value to the group throughout the semester.
- **“C”** – Average added-value to the group. Predominately assumed a passive group member role - providing work when asked.
- **“B”** – Provided consistent, good work and *sporadically* displayed managerial and/or leadership behaviors.
- **“A”** – Provided consistently superior work and displayed both managerial and/or leadership throughout the project.

QUESTION THREE: What hampered your efforts or caused you to provide less than the consistent maximum effort and support to your group?

Was this information shared with your other group members? /_/ yes /_/ no, why not:

I CAREFULLY REVIEWED ALL INFORMATION PRESENTED BY MY FELLOW GROUP MEMBER ON THIS FORM AND AGREE THAT IT ACCURATELY REPRESENTS THIS GROUP MEMBER’S PARTICIPATION IN THE GROUP PROJECT.

Student’s signature ___________________________ Date __________

Student’s signature ___________________________ Date __________

Student’s signature ___________________________ Date __________

Student’s signature ___________________________ Date __________

Student’s signature ___________________________ Date __________

Student’s signature ___________________________ Date
**Directions:** Acting as the Project Manager, please appraise the work efforts of fellow group members. Using the language of management, provide TYPED, written rational for all ratings that describe the observed behaviors and actions (e.g., attended all meeting or submitted work earlier than stated Gantt chart deadline). Do not offer judgments or stock opinions (e.g. great effort).

Forms missing narratives loss 11 points from the earned peer grade. Forms not typed loss 5 points from the earned grade. Forms not tabulated loss 5 points.

<table>
<thead>
<tr>
<th>5 = HIGH SCORE</th>
<th>4 = Exceeds Expectations</th>
<th>3 = Just Meets Expectations</th>
<th>2 = Assumed limited role as group member or provided inconsistent efforts throughout the semester.</th>
<th>1 = LOW SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently exceeds. Always available in class and attended all meetings.</td>
<td>Consistently available in class and attended most meetings.</td>
<td>Provided work when asked. Missed two or more class session or left class sessions without meeting.</td>
<td>Limited class or meeting attendance.</td>
<td>Assumed almost no role as a member of this group. Provided limited efforts to the project. Was absent from many class and/or sessions or not cooperative with scheduled meetings. Group needs seemed very unimportant.</td>
</tr>
</tbody>
</table>

| 0 = NO SCORE | - Should have been terminated earlier in the project. |

<table>
<thead>
<tr>
<th>Group Members’ Name</th>
<th>Stayed in contact with the group throughout the entire semester, attended class and attended all scheduled meetings</th>
<th>Displayed willingness to complete a fair share of workload</th>
<th>Consistently provided high quality work throughout the whole semester</th>
<th>Submitted work on time throughout the whole semester and as outlined on the Gantt Chart</th>
<th>Displayed Knowledge of chapters material and consistently offered related material from the WSJ or Financial Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
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<td>Total Points</td>
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<td>Name:</td>
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<tr>
<td>Total Points</td>
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</table>

**QUESTION TWO:** Now that you have completed this project, what will you personally do differently to continue to improve your interpersonal and group skills?

**ANY GENERAL COMMENTS YOU WISH TO ADD:**
MAN3025 TERMINATION FOR FREE-RIDING PETITION

Please download template, add missing information, group members’ signatures and submit to Dr. Andert

MAN3025 Principles of Management

Group Number/Title: ______________________________
First Verbal Warning occurred on (date): __________________________ (attach email, if possible)
Second Written Warning occurred on (date): __________________________ (attach email, if possible)

Petition Submission Date: __________________________

We, the undersigned group members, wish to terminate (name) ______________________________ from the group course project. The reason(s) for the requested separation is that the specified individual does not carry his/her work load and makes group work more difficult for the rest of the members. The specific grounds for termination are (check appropriate item[s]):

- [ ] Does not show up to group meetings
- [ ] Does not read assigned materials or prepare for group meetings
- [ ] Does not follow through on assigned tasks
- [ ] Is unwilling to assume fair share of work
- [ ] Work quality is so poor, it cannot be used as submitted
- [ ] Other (please specify):

Respectfully signed,

<table>
<thead>
<tr>
<th>Group Members</th>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Please submit an emailed form to the terminated group member with a hard copy to the Instructor.

●●●●●●●●●●●●●●●●●
FOR INFORMATIONAL PURPOSES ONLY

College of Business Writing Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context of &amp; Purpose for Writing</strong></td>
<td>Little attention to context, audience, purpose, or assigned tasks(s) [e.g., expects instructor or self as]</td>
<td>Shows <strong>awareness</strong> of context, audience, purpose, &amp; to the assigned task(s).</td>
<td>Shows <strong>adequate</strong> consideration of context, audience, &amp; purpose &amp; a clear focus on the assigned task(s).</td>
<td>Shows a thorough understanding of context, audience, &amp; purpose that is responsive to the assigned task(s).</td>
</tr>
<tr>
<td><strong>Content Development</strong></td>
<td>Uses appropriate &amp; relevant content to develop simple ideas in some parts of the work</td>
<td>Uses appropriate &amp; relevant content to develop ideas through most of the work.</td>
<td>Uses appropriate, relevant, &amp; compelling content to <strong>explore</strong> ideas within the context of the discipline.</td>
<td>Uses appropriate, relevant, &amp; compelling content showing mastery of the subject.</td>
</tr>
<tr>
<td><strong>Genre &amp; Disciplinary Conventions</strong></td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for <strong>basic</strong> organization, content, &amp; presentation</td>
<td>Shows consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, &amp; style</td>
<td>Detailed attention to, &amp; successful execution of, most conventions particular to a specific discipline &amp;/or task(s) including: organization, content, presentation, formatting, &amp; style</td>
<td></td>
</tr>
<tr>
<td><strong>Sources &amp; Evidence</strong></td>
<td>Attempts to use sources to support ideas in the writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Control of Syntax &amp; Mechanics</strong></td>
<td></td>
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</tr>
</tbody>
</table>

LCOB Writing Guidelines

In the workplace you are expected to write clearly and understandably. The Lutgert College of Business faculty expects college level writing on all assignments. In addition to content, your written work in the LCOB will often be graded on writing. Please read this completely to understand our writing expectations and use this as a guide for your assignments. Individual faculty may have different or more extensive requirements.

It is assumed that you now have a sound grasp of English grammar, syntax, spelling and writing conventions. If you need a refresher, please refer to: W. Strunk & E.B. White, *The Elements of Style* (4th ed.), ISBN 978-0205313426.

Generally, in a well-written paper you should:

- Provide a clear introduction & background
- Demonstrate your knowledge & understanding of the concepts & issues
- Use internally consistent arguments
- Organize arguments in a logical manner
- Draw conclusions that are consistent with the arguments & analysis
- Use an acceptable writing style & grammar
- Demonstrate effective literature search skills
- Document sources effectively & correctly (using APA style)
- Follow the assignment format

**FATAL ERRORS POLICY**

Many LCOB faculty adhere to the Fatal Error Policy and will stop grading a paper if it exhibits 3 or more of the 10 fatal errors below on a single page or 9 errors in total (whichever comes first). At that time, the paper will be returned to you ungraded and you will have until the next class to fix it (go to the writing center, have someone knowledgeable proofread your paper, etc.). The paper will then be graded and you will receive whatever grade you earn, minus one letter grade. If you don’t make the corrections, you receive a “0” on the assignment. **NOTE:** Some instructors have stricter or more lenient policies. Be sure you know what your teacher expects. Each instance of the following is a fatal error:

1. Incorrect grammar
2. Incorrect punctuation
3. Incorrect capitalization
4. Incorrect spelling
5. Incorrect word choice
6. Incorrect format
7. Incorrect citation style
8. Incorrect referencing
9. Incorrect structure
10. Incorrect source use
Fatal Error List

1. Misspelled word
2. Sentence fragment
3. Run-on sentence or comma splice
4. Mistake in capitalization
5. Serious mistake in punctuation
6. Error in verb tense or subject/verb agreement
7. Sentence ending with a preposition
8. Improper citation, or lack of a citation, where one is needed
9. Serious grammar error that obscures meaning
10. Misuse of terminology

Suggestions for Writing

1. Know Your Subject. Whether you are writing a letter, a memorandum, a research paper, or an essay, you must know your subject. Often, students write poorly because they have not gathered enough information about the subject. Additionally, believe in what you write. Be honest. Do not apologize. Students sometimes write poorly because they are not sufficiently interested in their topics and lack a sense of commitment to develop their thesis statement.

2. Avoid faulty generalizations. Faulty generalizations are statements made without examining enough examples. For example: All professors are absent minded. Be careful using absolute or all inclusive terms such as: all, every, everyone, always, never, no, none, no one, and nobody.

3. Instructor Expectations. There are many kinds of writing assignments: know the expectations of the Instructor in terms of the kind of writing that is required before you begin.

4. References Expected. If references are required, be sure that you understand what the Instructor expects in both the quantity and the quality of articles required (specific authors, specific books or commentaries, specific subjects, specific time frames, academic vs. non-academic sources).

5. Thesis Sentence. Each paper or essay must have a central or controlling subject and a central or controlling idea, that is, a thesis statement. Ideally, a thesis statement contains at least one subject, a predicate-verb, and one object. A thesis statement makes an assertion about a subject. For example: The boy bit the dog. One reason why students sometimes write poor essays is that they are unable to write a clear thesis statement.

6. Organization: Is there some type of logical progression of thought? Organize your material so that it is coherent. Does your introductory paragraph, for the paper and for each section of the paper, tell the reader what is coming? Are ending paragraphs concise and clear – do they summarize the major points of the previous section? Do individual paragraphs flow smoothly from one thought into another?

CHECK YOUR WORK

Before you submit written work, be sure to check it for the following.

TITLE – Does your title accurately describe the paper? Is it interesting?

HEADINGS – If the paper is longer than a page or two are major divisions of the paper clearly identified with headings and subheadings? Do they accurately describe that section of the paper?

ORGANIZATION – Is there some type of logical progression of thought and material? Are there significant gaps or missing parts? Do paragraphs flow coherently?

TRANSITIONS – Does your introductory paragraph, for the paper and for each section of the paper, tell the reader what is coming? Are ending paragraphs concise and clear – do they summarize the major points of the previous section? Do individual paragraphs flow smoothly from one thought into another?

SPELLING – No excuses. Use a dictionary, thesaurus and spell checker.

WORD CHOICE – Words are important! Are technical terms used or abused? Is your vocabulary varied or boring? Are you using correct terminology?

GRAMMAR – Subject-Verb-Object agreement; fragments; run-ons; punctuation; it’s/its; complete sentences; capitalization. Are you following the rules of good grammar? Can the reader understand you? See the Fatal Error List.

COVERAGE – Have you accomplished your objective? Is there evidence that you have read both widely and deeply? Do you discuss all sides of controversial issues? Is the relevant theory used as a framework for your analysis?

CONTENT – Are the ideas you present, develop, or discuss in the paper rooted in the subject material of the course or are they vacuous? Is the content correct and is that content incorporated well?

FOOTNOTES/CITATIONS – Do you clearly tie statements to its attributed source? NO PLAGIARISM ALLOWED (no copying); when in doubt, reference something [see FGCU Student Handbook http://studentservices.fgcu.edu/StudentConduct/behavior.html]

WORKS CITED – Did you include appropriate references? Put everything in the bibliography unless you are sure you did not use it. Recent references are much better than dated ones (except classics).

APA STYLE – Are you following the style as required? (See http://www.apastyle.org.)

WRITING STYLE – Is your paper a pleasure to read or a pain to endure? Do your thoughts flow well? Is the writing choppy or smooth? Does the paper hold the interest of the reader?
MAN3025 Pre-Course Learning Contract

Please download template, type or highlight responses and submit in hard copy form. Due class TWO.

Name: __________________________ Date: __________________________

Directions: These are the components and needed effort participants MUST expend to be successful in this class. Please assess your personal willingness and ability to accurately and completely meet the course expectations.

Preparation and Research:
YES  NO  I understand this is an applied class and spontaneous learning is encouraged.

YES  NO  I understand this class is fluid and I will need to stay abreast of constant changes.

YES  NO  I read the entire course syllabus and understand the class design.

YES  NO  I understand readings must be completed prior to the class and classes are interactive.

YES  NO  I understand I am responsible for bringing and sharing Wall Street Journal articles on the class topics.

YES  NO  I understand I must log in to Canvas a MINIMUM of once per week, or more as needed.

YES  NO  I understand grades are posted on Canvas and GRADE CORRECTIONS ARE DUE WITHIN TWO WEEKS from the date the grade was originally posted or my professor will go postal.

YES  NO  I understand I am responsible to stay in constant contact with fellow group members during the entire semester.

YES  NO  I understand my obligation to attend ALL group meetings and to value my time in equal importance to my group members’ time.

YES  NO  I understand that my full participation in the group work includes attending every class session.

YES  NO  I understand that I will become a better researcher as the course requires solid research when completing the required group project and presentation.

YES  NO  I understand the final course grade will be listed with NO ROUND UP and all students will be graded using the syllabus grading scale.

YES  NO  I understand that my efforts are best spent on assigned course work as there is NO EXTRA CREDIT provided in this course.

Please review any statements that might have received a “no” response, and re-evaluate and re-assess your ability to direct your energies to meet the needs of this comprehensive group-focused course. Are there any reason(s)/issue(s) hampering your ability to achieve excellence in this program? Please check one response:

/ /  No   / /  Yes, if “yes” how will you address the concerns/issues?
Mid-Course Self-Assessment of Learning

Please download template, type or highlight responses and submit in hard copy form

Due class TEN.

Name: ____________________________

Directions: Please ASSESS YOUR LEVEL OF WORK to date by answering the following questions as accurately and frankly as possible.

The scale is listed here:

1 = expended no effort          2 = placed limited effort          3 = average effort             4 = above average effort
5 = consistently exceeded stated expectations

My Learning Style Assessment:

1 2 3 4 5  I am reading all course materials before each class (if reading some, how can we increase your reading?).

1 2 3 4 5  I currently ask questions whenever I don’t understand the course material (if not, let it all hang out!).

1 2 3 4 5  I never leave a class session without participating to class discussions (if not, expect to be picked on soon)

1 2 3 4 5  My primary focus has been to challenge myself! (go for it!!!!)

1 2 3 4 5  My in-class behavior supports fellow class members’ learning (e.g. no cell phones, laptop surfing, or day dreaming of the beach).

1 2 3 4 5  My group can count on me being at every class.

1 2 3 4 5  My group can count on me being at every meeting (I respect others’ schedule as much as my own).

1 2 3 4 5  I submit all my course homework on time (if no, it this a time or focus issue?).

1 2 3 4 5  I submit my best quality course homework (if no, it this a time or focus issue?).

1 2 3 4 5  My study habits are improving as a result of my work in this course (i.e., I’m getting older and better as the same pace ;-)).

My anticipated final course grade is _____.

I am satisfied that this grade / / Yes / / No
It is the best I am capable of obtaining / / Yes / / No

If “No” please state how we can work together to help you achieve a higher grade.
Name: ________________________________

**Directions:** Please ASSESS YOUR LEVEL OF LEARNING during this semester by completing the following sections.

**Major Learnings**
**Directions:** Please thoroughly review the content of this course and reflect upon the entire course content. Then, please list your personal top five to six major course learnings.
1. 
2. 
3. 
4. 
5. 
6. 

**Behavioral Changes**
**Directions:** Please thoughtfully reflect on the "Major Learnings" list you created above and consider the behavioral changes required to implement these major learnings. Please then; list the top five to six behavioral changes you will make to act upon your major course learnings. How will you act differently as a result of what you have learned from this course?
1. 
2. 
3. 
4. 
5. 
6. 

Please Complete Page TWO
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<th>Topic</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
<tr>
<td>My knowledge increased in this area?</td>
<td>Not at all</td>
<td>To a very little extent</td>
<td>To a little extent</td>
<td>To a moderate extent</td>
<td>To a fairly large extent</td>
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<td>My skill increased in this area?</td>
<td>Not at all</td>
<td>To a very little extent</td>
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<td>To a moderate extent</td>
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What aspects of this course contributed most to your learning? (please write on back of page, if needed)?

What aspects of this course should be transformed? Why? (please write on back of page, if needed).

Hi Dr. Andert! Here are some additional things I wanted to share with you!

(Please write on back of page, if needed)