**California State University, Bakersfield**

**School of Business and Public Administration**

**Department of Management and Marketing, 20BDC**

**9001 Stockdale Highway**

**Bakersfield, CA 93311-1022**

BA 2900 : Introduction to Business Professions

SUMMER 2019

Independent Study

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| **Course Instructor****Dr. Jeremy Woods****jwoods7@csub.edu** | **Office: BDC 136****Office Hrs.: Tues/Thurs 5:00-5:30pm (Or by appointment)** | **Phone: 213-400-0829****Course Credit: 1** |

**REQUIRED MATERIALS**:

* Strengths Finder 2.0 with Access Code (Amazon ~$14.99-19.99) NOTE: Do NOT purchase a USED book. You must have your OWN Access code. You may purchase a digital subscription with Access Code.
* Blackboard and an Email Account
* Sufficient preparation to be an active participant in class.

**SUPPLEMENTAL MATERIALS:**

* Will be incorporated as needed

**OFFICE HOURS, APPOINTMENTS AND EMAIL:** I encourage you to come by my office or contact me via email, phone, or text if you have any questions, need clarification on assignments, or need to obtain additional help. I check my email and phone several times a day, including most weekends. You are also responsible for checking Blackboard on a regular basis for updates and materials.

**CATALOG DESCRIPTION**: This course provides an introduction to the business professions, including an overview of business operations and ethics, exposure to the variety of careers in business, and development of key skills necessary for success in the business curriculum. Skill development focuses on communications (writing, oral, teamwork) and critical thinking. The student is introduced to rubrics used to evaluate learning goals and objectives for the business major. The course is intended for business majors. Note: For business administration majors, BA 2900 must be completed with a C or better (not C-) to enroll in upper division core courses. For first-quarter transfer majors who can otherwise enroll in upper division core courses, BA 2900 is a co-requisite. Note: Transfer Business majors who have completed the lower division core courses and at least 54 semester units must take BA 2900 as a co-requisite with their first upper division core course.

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 **COURSE OBJECTIVES:** Upon completion of this course, students will have worked on the following BPA ACADEMIC PROGRAM OBJECTIVES.

* **Goal 1: Develop Professional Communication Skills (Oral and Written)**

**Oral Communication Objective: Participation and Module Discussions:** We willbe working on oral communication and application in class by discussing the text and/or Module questions; therefore, participation is critical! If you are not “active” in class, as evidenced by a failure to participate in the discussions or a clear failure to keep up with the module assignments or assigned readings, you will not receive the points! Module discussion points are included this syllabus.

**Written Communication Objective:** Students will be able to produce concisely written documents that: (a) have a clear focus and address the intended audience, (b) are logically organized with cogently developed ideas, (c) are free of spelling and grammar errors, (d) effectively employ vocabulary and balance a variety of standard English sentence structures, and (e) employ software to create a professionally formatted document.

**Writing Assignments:** Specific direction regarding each assignment will be given as the semester progresses.

* **Strengthsfinder 2.0 reflection(s), My Pitch, related assignments.**
* **Cover Letter & Resume**
* **Handshake Profile**
* **LinkedIn Profile**

**An Additional Word on Writing**: It should be clear at this point that effective writing is a critical element of this class. This ability is stressed because in the “real world” an inability to write (meaning incorrect spelling, poor grammar and sentence construction, and an illogical presentation of your ideas) is often equated with ignorance or lack of attention to detail. Said another way, many managers believe that “poor writing = poor thinking”! Therefore, I intend to help you build your writing skills. As I grade your writing assignments, I will identify those students who can benefit from additional writing instruction. If you are so identified, you must arrange to meet with an English tutor and/or use MYWRITING LAB to review drafts of your subsequent assignments (a referral form will be provided).

* **Goal 2: Develop *self-knowledge* as an anchor for personal and professional development.**

Strengths Identification: The student will identify personal strengths, complete assignments to further develop the strengths, and reflect on the experience.

* 1. Complete online diagnostic accompanying Strengths Finder 2.0 to identify five strengths. Complete one suggested developmental activity corresponding for each of the five strengths. Report and reflect on the activity.

Personal Mission Statement or Elevator Pitch: The student will clarify fundamental values and goals.

1. The student will develop, write, and present a personal mission statement or elevator pitch that embodies these values and goals.
* **Goal 3: Develop *personal effectiveness* skills relating to self-management, social awareness, and relationship management.**

Internal Locus of Control and Proactivity: The student will use language reflecting an internal locus of control and take responsibility to proactively address challenges and opportunities.

* 1. BA 2900: Time management: The student will identify important, non-urgent activities relating to their professional and personal roles, complete an assignment requiring them to block out time for these activities, and reflect on the experience.
	2. BA 2900: Final Reflection Paper
* **Goal 4: Prepare to obtain professional *employment*.**

Professional Preparation

* 1. Handshake Profile
	2. LinkedIn Profile
	3. Resume & Cover Letter

**Professional Development Objectives (PDO)**

Research shows that soft skills are as highly correlated (if not more correlated) with success in the workplace as IQ or GPA. For this reason, the School of Business & Public Administration is developing a Professional Development Certificate program for our majors to earn alongside their Bachelor’s degrees. BPA’s faculty and community advisory board anticipate that this Certificate will have value to students in the job market.

The latest draft of the Professional Development Certificate proposal lists five objectives:

1. Develop self-knowledge
2. Develop personal effectiveness skills
3. Experience engagement through campus, community, and professional networking
4. Complete career exploration activities and participate in workplace experiences
5. Prepare for employment

The assignments embedded in this course address certificate program objectives 1, 2, 4, and 5. If the certificate is approved, these assignments will partially fulfill its requirements, giving you a head start in earning it. If it is not approved before you graduate, the assignments still will have value.

**COURSE GRADING**

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| --- | --- |
| **Evaluation Tool**  | **Point Values** |
|  |  |
| Strengthsfinder 2.0 AssignmentsMission Statement and PitchCover Letter Resume Participation | 150200150300200 |
|  Total | 1000 |

**Grading Scale Cutoff Points**

|  |  |  |
| --- | --- | --- |
| 93 = A | 77 = C+  | D- = 60 |
| 90 = A- | 73 = C | F = below 60 |
| 87 = B+ | 70 = C- |  |
| 83 = B | 67 = D+ |  |
| 80 = B- | 63 = D |  |

**BA 2900 COURSE POLICIES**:

* Computers and cellphones are allowed in class for note taking, research, and textbook purposes only. “Surfing the Web” and texting/social media during class time is disrespectful, distracting to other class members, and will result in termination of computer and cellphone privileges.
* Hats, computers, cell phones, and MP3 players are not allowed during quizzes and exams. These items must be turned off and stored away during quizzes and exams.
* Students are expected to be punctual and behave in a professional manner during class sessions. Tardiness is disruptive to classmates and to the instructor. Class will begin promptly as scheduled. **Attendance at every class meeting is highly recommended**.
* The CSUB Catalog contains the following policies and regulations which you should review:
	+ Principles of the Community, Principles of Academic Freedom, Nondiscrimination Policy and Unlawful Harassment Policy, Policy of the Rights of Individuals, Privacy Rights of Students in Education Records, Student Discipline. See Website: <http://www.csub.edu/catalog/_files/2013-2015_updated/013.pdf>
* It is essential to the learning environment that you respect the rights of others seeking to learn, respect the professionalism of the instructor, and maintain the general goals of academic freedom. Differing viewpoints or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class.
* If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. For more information, contact Services to Students with Disabilities. Phone: (661) 654-3360 TDD: (661) 654-6288Office: SA 140

**UNIVERSITY POLICY ON ACADEMIC DISHONESTY:**

* University policies on academic dishonesty will be applied strictly. There are certain forms of conduct that violate the university's policy of academic integrity. ACADEMIC DISHONESTY (CHEATING) is a broad category of actions that use fraud and deception to improve a grade or obtain course credit.  Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage.  PLAGIARISM is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own.  Plagiarism may consist of handing in another person's work, copying or purchasing a composition, using ideas, paragraphs, sentences, phrases or words written by another, or using data and/or statistics compiled by another without giving appropriate citation.  Another example of academic dishonesty (cheating) is the SUBMISSION OF THE SAME, or essentially the same, PAPER or other assignment for credit in two different courses without receiving prior approval.
* When a faculty member discovers a violation of the university's policy of academic integrity, the faculty member is required to notify the university's Coordinator of Student Discipline and Judicial Affairs of the alleged violation, including the name(s) of the student(s) suspected, the class in which the alleged violation occurred, the circumstances of the alleged violation, and the evidence (including witnesses) supporting the allegation.  The faculty member shall also formally notify the student(s) suspected of violating the university's policy of academic integrity, the department chair, and the school dean.  The Coordinator for Student Discipline and Judicial Affairs shall conduct an investigation, confer with the faculty member, student(s), and any witnesses identified, and review all evidence submitted by the faculty member and student(s). You should also consult the Academic Information section of the CSUB catalog; in particular pages 84-88 <http://www.csub.edu/catalog/_files/2013-2015_updated/013.pdf>

**TENTATIVE COURSE SCHEDULE**: This course schedule is a “proposed course schedule”. The instructor reserves the right to modify this schedule as necessary. Students will be notified of any changes in class (It is your responsibility to get information on schedule changes if you are not in class).

 **Week Date Class Topic Assignment Due Dates\*\***

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| **Week 1** | Introduction |  |
| **Week 2** | Strengths finder | Strengths finder 2.0 complete diagnostic |
| **Week 3** | Strengths finder | Strengths finder 2.0 complete diagnostic |
| **Week 4** | Share strengths (oral and written) |  |
| **Week 5** | Share strengths (oral and written) | Strengthsfinder 2.0 part 1 due (50pts) |
| **Week 6** | Professional written communication guidelines (emails, text, etc.) | Strengthsfinder 2.0 part 2 due (50pts) |
| **Week 7** | Review DePaul resume guide and cover letter guidelines | Strengthsfinder 2.0 part 3 due (50pts) |
| **Week 8** | Time management, workplace expectations (project management, follow directions, know when to check in/when to take initiative) | Drafts of resume and cover letter (200pts and 100pts, respectively) |
| **Week 9** | LinkedIn and Handshake profiles, social media professional presence | Time management matrix (50pts) |
| **Week 10** | Job Videos |  |
| **Week 11** | Simon Sinek TED Talk 2010 “How Great Leaders Inspire” or Finding your WHY? |  |
| **Week 12** | Personal mission statement and pitch | Mission and pitch due (100 pts each) |
| **Week 13** | Personal mission statement and pitch |  |
| **Week 14** | Present pitch | Mission and pitch  |
| **Week 15** | Review profiles | Mission and pitchProfile(s) creation |
| **Week 16** | All assignments completed | Final resume (100pts) and cover letter (50pts) DUEHandshake profile uploadedLinkedIn profile uploadedJoin CSUB BPA LinkedIn group |