**MISSISSIPPI VALLEY STATE UNIVERSITY**

**Department of Business Administration**

**BA 314-E01: MANAGEMENT Course (3 credit hours)**

**Fall 2022**

**Time and Place:** Online

**Instructor:** Dr. Jimmie S. Warren

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**Office Hours**: **Monday -Thursday: 9am to 5pm.**

**Friday: 9am to 4pm.**

**COURSE MATERIALS**

**MGMT 12th Edition (Electronic Text)** Williams. Mason, OH: Southwest, Cengage Learning. **Mind Tap MGMT 12th, 1 term (6 months) Instant Access for interactive E-book. (Comes with E-text)** **ISBN-9780357137758.** Instructions for access to the electronic text can be found in the document **“How to access your MindTap course”** which is located in the “Syllabus” tab on Canvas.

Publication Manual of the American Psychological Association 7th edition, ISBN 978-1-4338-3216-1.

**NOTE: There are no MindTap assignments for this class!!!!! Any and all MindTap materials and resources are available as additional research and study materials for this course.**

1. Electronic access to or purchase of the course text is available at the MVSU bookstore or via the publisher of the course text.
2. Handouts provided by instructor via Canvas course tabs and via Canvas email.
3. Additional readings may be assigned from academic journals and business journals such as the Wall Street Journal, the Economist, Business, Fortune, Barron’s, MVSU library databases, ProQuest, and EBSCOHOST, etc.
4. **Knowledge of APA Edition formatting for writing assignments. You can find this information online (Internet). You will be required to know and use this writing format. In addition, additional Formatting & Writing Styles Guide documents and other helpful documents have been provided for you on Canvas in the Syllabus tab.**

**COURSE PREREQUISITES**

The completion of BA 211 and BA 212 with a letter grade of C or better. A working knowledge of APA 7th Edition formatting.

**DESCRIPTION OF THE COURSE**

The Management course, BA-314, is a ***heavy writing emphasis*** ***and communications*** course. The BA-314 management course is designed to provide the student with a general understanding of management knowledge, skills, competencies, and abilities to identify, analyze, and solve 21st century dynamic competitive environmental issues confronting 21st century business managers and CEOs. Although not as intense as the undergraduate and graduate level strategic management courses, but still in a leadership, ethical and management framework, this course integrates some core business knowledge across all organizational functional areas to arrive at economically sound, ethically principled, and value-adding solutions that add to the effectiveness of organizations and that also creates a sustainable competitive advantage. This course is one of several undergraduate business courses that are lead ups to the Business Department’s BA-451 Strategic Management Capstone course for the BA degree program.

**COURSE OBJECTIVES AND EXPECTED STUDENT LEARNING OUTCOMES**

Upon completing the course, the undergraduate student will be able to:

1. Demonstrate general proficiency in the application of strategic and critical thinking, leadership, and analytical methods to produce a synergistic integration of management competencies across organizational functional areas.
2. Demonstrate general proficiency in the use of information technology (IT) tools (computers, laptops, various business analytical, marketing, and statistics software, databases, and social media venues) that are commonly used and that are continuously evolving in 21st century competitive and dynamic global business environments.
3. Demonstrate general proficiency at communicating and articulating organizational visions, missions, and organizational goals via various writing styles and online graphical data and information presentations (Power Points).

**READING ASSIGNMENTS**

The reading assignments for each week (of the first seven weeks) are shown in the accompanying schedule of topics, assignments, and activities (See the Tentative Course Outline). Not surprisingly, those who take the readings seriously understand the course materials better and have less difficulty in the other elements of the course. Completing reading assignments and the assigned course materials contained within the textbook are the responsibility of each student as part of their contractual obligation in the learning experience of this course. The student is, also expected to read academic business literature and business news briefings of the day in preparation for online classroom discussions. Junior and senior level undergraduate business students are expected to research additional materials and real world examples of the strategic management concepts. Do not rely, solely, on the class textbook! The online classroom discussions are designed to supplement and to elaborate upon the online classroom assigned readings and textbook content and additional external researched materials for an “outside of the text book” experience (experiential).

**CANVAS PARTICIPATION AND ATTENDANCE**

This course will be structured as an “asynchronous” online learning environment or virtual (without synchronous video) classroom. **ALL COMMUNICTIONS (EMAIL, DISCUSSION Questions (DQ), AND ADDITIONAL POSTS, AND ASSIGNMENT SUBMISSIONS (papers and exams)) FOR BA 314-01 WILL BE WITHIN CANVAS!!** The success of the course is mainly dependent upon each student being prepared and actively contributing to the Canvas online discussion. This is what I call the digital or online “CAMPFIRE” experience! I want the students to talk to each other. In my years of participating in the online learning environment, I have learned and greatly benefited from deep, meaningful, and informative discussions and debates amongst students. Some of the students, if not most, are already working adults who are currently working and competing in the workforce. Your colleagues and you bring a tacit as well as explicit knowledge about the work environment: how business and government policies affect the competitive business landscape. In other words, I want to know what the student thinks about the material that we will cover. You have knowledge and experiences that could contribute greatly to the online discussions.

In addition, because class participation is an important part of the online classroom instruction methodology, I give generous points for online classroom participation! Therefore, it is imperative that each student is fully prepared, willing and able to offer analytical insights, constructive criticism, and encouraging support. This is a performance-based course in which the student is evaluated on his/her ability to sufficiently demonstrate the skills, ability, knowledge, and competence expected and required of someone pursuing an undergraduate Business Administration degree.

I also grade subjectively, that is, I look at how the student is progressing through the course. The student might start the course on a “low note” but end the course on a “high note”. This indicates to me that the student showed that they were able to grasp the content knowledge for the course well enough to professionally and competently communicate this in written format and in a graphical display of information: a Power Point. In addition, your character is displayed in how you respond to your classmates and to the discussion questions as well as the effort you put forth in this class. Each student should strive to contribute actively and significantly to the discussion of each week's scheduled topics (for the first seven weeks). You will see this space for this subjective assessment, in addition to the objective assessment, on the Excel sheet that I will provide with accumulated points for assignments and online virtual classroom participation points. ***In addition, I will be providing detailed comments on your written individual and team assignment papers and I will be providing detailed comments on your level of virtual classroom participation within the discussion forums.***

I will have two columns on the Excel sheet at the end of the course that state: **Grade Earned and Grade Given**, respectively! The grade earned will be the objective assessment (cumulative points from discussion questions, exams, and individual and team assignments). The grade given will be the subjective assessment constituting a holistic approach or assessment (refer to the previous sentences for clarity). Every student, therefore, should make a conscientious effort to attend every online class discussion and to be sufficiently prepared to make meaningful contributions. **There will be no personal attacks during the discussion forums!** **If you disagree, just simply state that you disagree and that you would like to offer a different opinion on the matter**.

Be sure to back up your opinion with references (facts). ***In the case of personal attacks, the student committing this action will have corrective actions taken against them by the instructor*.**

The course materials will be dispersed/divided on a weekly basis, with one week being seven days: Monday to Sunday. There will be a Canvas module for each of the seven weeks. **To access the weekly modules, simply click on the “Modules” tab in Canvas**. There will be at least two discussion questions (DQ) and specified assignments and exams (if any) for each week of the first seven weeks. You will be required to respond to the discussion questions for each week of the first seven weeks. In addition to responding to the DQs for each week of the first seven weeks, you are required to make one additional post to any classmate on three (different days) out of the seven days for each week of the first seven weeks. The one additional post could be in response to a classmate’s DQ responses or to a classmate’s responses to another classmate’s responses. In addition, I (the instructor) will occasionally post questions or I will respond to student posts, also! Each response to the DQs and your additional one response to any of your classmates on three (different days) out of the seven days for each week of the first seven weeks should be 50 to 100 words (you do not have to post once to every classmate; just to one or to several if you desire). This will be considered substantive. Please do not post statements such as **“I agree…” or “I like your answer…” or “Your answer is similar to mine…”. Do not simply repeat your colleagues’ posts, stating that you agree with it; if you do, tell “Why” you agree with the restated post! YOU KNOW WHAT I MEAN**!

In addition, do not begin your DQ posts or additional posts with “**According to the textbook…” and other such “sophomoric” statements!**  Your DQ posts and additional posts should not sound as though you are an undergraduate freshman or sophomore! You are not, but you are at the nearing the end of a professional undergraduate business program! This is a junior level undergraduate business course and I want junior to senior level undergraduate conversations! You will not receive credit for these kinds of responses! **In addition, always use in-text citations with the accompanying references to back up your DQ responses!** This is to stimulate virtual classroom discourse and this will be your attendance record: **THIS WILL BE CHECKED**!! This will promote, hopefully, meaningful online discussions. **You will be required to make your OWN individual posts to the DQ questions and not as a team!! Do not simply copy and paste your DQ responses.**

**Discussion questions and additional posts will continue for the first seven weeks of the course.** Some of the weekly modules will contain two DQs (weeks 1, 2, 3, and 6) and some weekly modules will contain three DQs (weeks 4, 5, and 7) for a possible total of 17 points for DQ posts. There is a total of one point per additional response (one additional post on three different days out of seven days for each week) that can be realized for a possible total of 21 points (a total of three points for three additional posts for each week). On the seventh day of each week (Sunday), each student will post an “Implications & Conclusions” (IC) post. Each week, learners create a brief statement of how the week’s learning and discussion forum interactions have affected their thought process and their understanding of the material. Do not simply repeat the concepts for the week, but state how your understanding of the concepts has been enhanced. The student will receive one-half of a point (.5) for IC postings. **Do not post your Implications & Conclusions before the week is out. Post on the last day of the week (Sunday)!**

Again, your IC posts should include suggested real-world manifestations of the week’s material and a plan for implementing the material in personal and professional settings. This statement can also include questions for the course facilitator regarding material that may still be unclear. This statement will be formatted with the heading, *Implications* & *Conclusions* (IC); and the statement will be posted in the body of the text box (**not as an attachment**) to the Main Class Room discussion forum under the thread provided by the instructor. Word length requirement for the (IC) is at least 50-100 words, per post. Again, the (IC) post will afford each student an additional half of a point (.5) per week (first seven weeks). **There will be a total of 41.5 possible points for online participation from DQ discussion questions and from the additional responses (posts) and for the IC posts for the first seven weeks of the semester.**

**Course Exams**

There will be two course exams that will cover some of the chapters for the course text. There are 50 multiple choice questions per exam and each question per exam is worth one (1) point for a total of 50 points per exam. Both exams will be accessible via the Canvas Exam tabs with instructions.

**Supplemental Assignments**

There will be four individual supplemental written assignments and instructions can be found in the Fall 2022 BA-314-E01 Supplemental Syllabus. In addition, each of the four individual supplemental written assignments will be submitted to TurnitIn to check for plagiarism.

**Team Final Project (Strategic Case Studies)**

You will be placed into teams early in the course and the teams will be designated: Team A, Team B, Team C, Team D…! Each team will have their own tab for communications on team case studies. For the latter half of the semester (after midterms) there will be a total of three or four team case studies accompanied by a Power Point presentation for each case study. Each of the written sections (team papers) for each case study will also be submitted to TurnitIn for plagiarism checks and each team will post their final version of each written section (paper) of the team case study to TurnitIn. **One person from each team will be responsible for posting the final version of the team case study papers to their team’s designated “TurnitIn” portal at the time the team assignments are due.**

Therefore, if there are four teams, for example, then there should be only four final posts for each team’s final version of the written paper case study in the designated final submission TurnitIn portal, and so on. However, each team will have a designated “Sectional or Practice Submissions” TurnitIn portal to post individual parts of the case study outline assigned to team members from each team and to make corrections for their assigned parts of the case study outline of their respective team case study. This is assuming that the case study outlines will be broken into sections to be completed by members from each team before bringing the sections together for the final version of the team paper to post to each team’s respective final team TurnitIn portal! This will be explained in more detail later in the semester.

The purpose of **Management Case Studies** is to give the student an opportunity to demonstrate their ability to articulate their understanding of management concepts and practical application of these concepts. The case study will give the student the opportunity to integrate the information from BA 314 course in a cohesive analytical report. This is similar to individuals at various or different managerial levels of an organization who are responsible for putting together a strategic plan or putting together a report concerning the efficient and effective management of resources within the organization. This will also provide the instructor the opportunity to evaluate the student’s ability to articulate their thoughts and ideas in writing and in a manner that is expected at the undergraduate junior and senior level within a university business administration BS/BA program.

**Again, for each of the team case studies, there will be a paper that will be written by each team. The written paper will also be submitted to Turnitin to check for plagiarism. You will be given the login instructions to Turnitin. In addition, there will be a Power Point required along with each of the written team papers! This will be for all case studies.**

**Again, you will also, provide a Power Point with the final version of the team assignments, but you will not post the Power Point to TurnitIn. Power Points will be submitted to the respective Team Assignment’s Tab on Canvas. I will provide to you the login criteria to submit to TurnitIn. You should look to achieve no more than a 10% Similarity on your assignments via Turn-It-In.** In addition, your individual written assignments will use the plagiarism checker, TurnitIn, via the MVSU Library. You will be instructed as to which written assignments are to be submitted to TurnitIn and when to submit them to TurnitIn.

Also, for your individual and group written assignments (papers, Power Points), and for your DQ posts, you will be required to use APA formatted in-text citations or references: only peer reviewed references that you will be able to retrieve from the MVSU library. **If you use a web site or an online source, you should be able to find the information to format it into a proper citation and reference. Do not simply list the web link, only!** For articles found on the Internet, if there is a journal name, make sure to use it as I will point this out on your papers if this is omitted in your reference section. You will be provided with APA resource material that will be located in the syllabus tab in Canvas.

**You can also find additional information concerning proper APA formatting on the Internet. Remember, this is a junior level undergraduate course and you are expected to know how to research what you do not know! This is called being information literate! The formatting for the written assignments, citations, and references should be in APA 7th Edition format. If you have questions or need access to resources, the MVSU library staff is available to assist you in addition to your having access to the resources that you will provided in the main course syllabus.**

**ACADEMIC HONESTY (CHEATING AND PLAGIARISM POLICY)**

The Department of Business Administration adheres to the University’s policy on academic honesty as contained in of the University catalog. The University catalog contains some examples of unacceptable conduct including plagiarism, cheating on examinations, unauthorized collaboration, etc.

**REQUIRED TECHNOLOGY FOR THE COURSE**

1. Word Processor and Spreadsheet (MS Office Suite)—make sure that you know how to use the software programs.

2. Knowledge of the use of Canvas and Internet web browsers.

3. Knowledge of database access for research articles from peer reviewed journals. Become familiar with your MVSU Library database of peer-reviewed journals. The MVSU Library staff is available if you are in need of help.

4. **Checking and reading your emails on a regular basis; every other day!** I also send out emails containing job and internship announcements. Therefore, you should be watching and checking your emails.

5. TurnitIn Plagiarism checker will be used. Access will be provided by the instructor.

6. **Knowledge of and use of the free downloadable version of Grammarly.**

**WHICH INTERNET BROWSER SHOULD I USE FOR CANVAS?**

*Canvas Instructure products support the current and previous major releases of the following browsers:*

* ***Chrome****102 and 103*
* ***Firefox****101 and 102 (*[*Extended Releases*](https://www.mozilla.org/en-US/firefox/organizations/all/)*are not supported\*)*
* ***Edge****102 and 103*
* ***Respondus Lockdown Browser****(supporting the latest*[*system requirements*](https://www.respondus.com/products/lockdown-browser/requirements.shtml)*)*
* ***Safari****14 and 15 (Macintosh only)   
    
  You can verify that the browser you are currently using is up to date by using the browser checker tool in the link below.*[*https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66*](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66)

*Important note: If you need help downloading one of these browsers, The Online and Distance Education Staff will be happy to help you. Submit a helpdesk ticket by emailing*[*DistanceEd@mvsu.edu*](mailto:DistanceEd@mvsu.edu)*. Please use your MVSU email address to submit your helpdesk ticket.  You can also receive assistance by calling 662-254-3913 or 662-254-3624.*

**POTENTIAL SOURCES FOR ORGANIZATIONAL DATA:**

* Articles from peer reviewed journal databases (MVSU Library)
* The company websites
* The Wall Street Journal’s Annual Reports Service (800-654-2582)
* <http://finance.yahoo.com> for company profile, key statistics, analyst opinion, etc.
* Additionally, search online to find one of the most recent articles concerning these companies
* **Other web resources: Auditing firms that include Deloitte, KPMG, Ernst & Young, and PricewaterhouseCooper**

**THE USE OF GRAMMARLY AS AN AID/TOOL FOR WRITING PAPERS**

Because the undergraduate junior level management course is a ***very heavy writing emphasis course***, I strongly encourage ALL students to use the very popular and very helpful writing assistance tool Grammarly, for your individual and team papers. You can use Grammarly for all of your various forms of communications, including your DQ responses! I will be looking for and expecting a high level of professional junior or senior level business undergraduate communications, especially for fundamental tenants of grammar, sentence structure, and not using colloquial and conversational language! These should be “elementary” at this level!

In addition, you have access to additional tools on the Internet that you can use to aid you with your ability to professionally communicate your thoughts and ideas. There is no excuse for any junior or senior level undergraduate business student to not be able to achieve the level of professional communication of their thoughts and ideas required for their major.

**TENTATIVE COURSE OUTLINE**

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| **Week** | **Chapter(s)** | **Topics** |
| **Week 1**  Aug. 22-Aug. 28 | **Chapter 1**  **Chapter 2** | **Management: An Introduction**  **The History Of Management**  **In addition to the Week 1 chapter readings**:     1. Class Introductions: Post to the “Introductions” Canvas tab for Week 1, a short bio of yourself. Post this to the appropriate tab for discussion questions for Week 1. Do not post an attachment, place directly into the text box. 2. Respond to the Week 1 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box. 3. Post your IC for Week 1. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box.   **(In addition to the chapter reading, study the APA 7th Edition format via the Web links provided below and other materials that you will be provided on Canvas in documents in the Syllabus tab). You will use this writing format for all of your written assignments (individual and team). In addition, there are other resources on the Internet that you can access for APA 6th Edition in addition to formal and professional writing for graduate MBA programs.**   1. [**http://www.apastyle.org/**](http://www.apastyle.org/) 2. [**https://owl.english.purdue.edu/owl/resource/560/01/**](https://owl.english.purdue.edu/owl/resource/560/01/) |
|  |  |  |
| **Week 2**  Aug. 29-Sept. 4 | **Chapter 3**  **Chapter 4** | **Organizational Environments and Culture**  **Ethics and Social Responsibility**  **In addition to the Week 2 chapter readings:**   1. Respond to the Week 2 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box. 2. Post your IC for Week 2. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box.   **For your first individual assignment: See supplemental sheet for assignment #1. Due Sept. 4, 2022 by 11:59 pm. Post to “Assignment # 1” tab on Canvas after posting to TurnitIn.** |
| **Week 3**  Sept. 5-Sept. 11 | **Chapter 5**  **Chapter 6** | **Planning and Decision Making**  **Organizational Strategy**  **In addition to the Week 3 chapter readings:**   1. Respond to the Week 3 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box. 2. Post your IC for Week 3. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box.   **For your second individual assignment: See supplemental sheet for assignment # 2. Due Sept. 11, 2022 by 11:59pm. Post to “Assignment # 2” tab on Canvas after posting to TurnitIn.** |
| **Week 4**  Sept. 12-Sept. 18 | **Chapter 7**  **Chapter 8**  **Chapter 9** | **Innovation and Change**  **Global Management**  **Designing Adaptive Organizations**  **Exam # 1 via the Canvas “Exam # 1” tab: The exam # 1 will be accessible on Sept. 18, 2022 for 45 minutes.**  **In addition to the Week 4 chapter readings:**   1. Respond to the Week 4 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box. 2. Post your IC for Week 4. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box. |
| **Week 5**  Sept. 19-Sept. 25 | **Chapter 10**  **Chapter 11**  **Chapter 12** | **Managing Teams**  **Managing Human Resources**  **Managing Individuals & a Diverse Workforce**  **In addition to the Week 5 chapter readings:**   1. Respond to the Week 5 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box. 2. Post your IC for Week 5. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box.   **For your third individual assignment: See supplemental sheet for assignment # 3. Due Sept. 25, 2022 by 11:59pm. Post to “Assignment # 3” tab on Canvas after posting to TurnitIn.** |
| **Week 6**  Sept. 26-Oct. 2 | **Chapter 13**  **Chapter 14** | **Motivation**  **Leadership**  **In addition to the Week 6 chapter readings:**   1. Respond to the Week 6 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box. 2. Post your IC for Week 6. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box. 3. **For your fourth individual assignment: See supplemental sheet for assignment # 4. Due Oct. 2, 2022 by 11:59pm. Post to “Assignment # 4” tab on Canvas after posting to TurnitIn.** |
| **Week 7**  Oct. 3-Oct. 9  **Mid Term grades will consist of Week 1 thru Week 7 online participation points, the two exams, and**  **the four supplemental written assignments.** | **Chapter 15**  **Chapter 16**  **Chapter 17** | **Managing Communications**  **Managing Communication Controls**  **Managing Information**  **Exam # 2 via the Canvas “Exam # 1” tab: The exam # 2 will be accessible on Oct. 9, 2022 for 45 minutes.**  **In addition to the Week 7 chapter readings:**   1. Respond to the Week 7 DQ questions according to the instructions given in the syllabus. Do not post an attachment, place directly into the text box. 2. Post your IC for Week 7. (Do not post this before the end of the week). Do not post an attachment, place directly into the text box. |
| **Week 8**  Oct. 10-Oct. 16 | There are no individual assignments; only rapping up final discussions and getting ready for your team projects which will start next week!! | **Teams will be put together by the instructor (ME) and each team will have their own team forum in which they will communicate throughout the remainder of the semester. The teams will be conducting case studies (three of them). For the case studies, each team will choose an organization to analyze and each team will post their choice to their respective Team forum tabs on Canvas during this week. The teams’ organizational choice will be the one organization that will be used for all case studies. I will be checking to make sure that no two teams are using the same organization. I will be checking to see the teams’ choice of organization for each case study for each respective week. The teams should communicate in their respective Team Tabs on Canvas. Additional instructions will be posted during this time. Please post your teams’ first choice in your team’s Forum Tab by October 14, 2022; midnight.** |
| **Week 9**  Oct. 17-Oct. 23 | Work on Team Case Study # 1 | Teams will be working on their Case Study # 1. |
| **Week 10**  Oct. 24-Oct. 30 | Finalize Team Case Study # 1 | **Submit written section of Case Study # 1 to TurnitIn on October 30, 2022 by 11:59pm**. Post Power Point to your Team’s Forum in Canvas. |
| **Week 11**  Oct. 31-Nov. 6 | Work on Team Case Study # 2 | Teams will be working on their Case Study # 2. Remember that each team will be using the same organization for each part of the case study. |
| **Week 12**  Nov. 7-Nov. 13 | Finalize Team Case Study # 2 | **Submit written section of Case Study # 2 to TurnitIn on November 13, 2022 by 11:59pm**. Post Power Point to your Team’s Forum in Canvas. |
| **Week 13**  Nov. 14-Nov. 20 | Work on Team Case Study # 3 | Teams will be working on their Case Study # 3. Remember that each team will be using the same organization for each part of the case study. |
| **Week 14**  Nov. 21-Nov. 27 | Break!!!!! | Fall Break and Thanksgiving Holiday!!!! |
| **Week 15**  Nov. 28-Dec. 4 | Finalize Team Case Study # 3 | **Submit written section of Case Study # 3 to TurnitIn on December 4, 2022 by 11:59pm**. Post Power Point to your Team’s Forum in Canvas. |
| **Week 16**  Dec. 5-Dec. 11 | Grading and Finalizing Assignments | Grading all remaining assignments and finalizing grades for the semester. Will Post Final Grades to the class by Dec. 5-Dec. 9, 2022. Will post final grades to Banner by Dec. 5-Dec. 12, 2022. |
| **Week 17**  Dec. 12 and beyond!!!!!! | MBA Coordinator Stuff!! | MBA Coordinator Stuff!!! |
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**COURSE EVALUATION AND GRADING**

Assignments (4×50pts) 200.0

Exams (2x50) 100.0

Canvas Online Participation 38.5

Team Case Studies (3×50pts) 150.0

Total Points 488.5

**Grading standard will be (total of 338.5 points)**:

Mid-Term Scale: **A: 305-338.5 B: 271-304 C: 237-270 D: 203-236 F: <203**

**Grading standard will be (total of 488.5 points)**:

Final Grading Scale: **A: 440-488.5 B: 391-439 C:342-390 D: 293-341 F: <293**

**Concerning Make-Up Work**

Make-up work will not be allowed or given after the semester has ended. If any make-up work is allowed or given, all make-up work must be completed within or during the time frame of the semester.

**GRADE APPELS**

Any student who believes s/he has been graded unfairly during a semester should work actively and positively with the instructor to resolve the matter informally. If the student believes that the grading issue has not been satisfactorily resolved should appeal the grade by following University procedures as outlined in the Student Handbook. When submitting a written complaint regarding grading practices, it is imperative that the student keep copies of supporting documentation (*course syllabus, graded assignments, a portfolio of other graded work from the course, including homework, projects, tests, and other assignments, if available*).

**STUDENT OBLIGATIONS - GENERAL**

1. **Read assignments before class.**
2. Maintain knowledge of current management issues as reported in academic databases (peer-reviewed journals) such as ProQuest, EBSCOhost, and business publications such as the Wall Street Journal, Forbes, Barons, Bloomberg, etc.

3. Please complete project assignments on time.

1. You are responsible for knowledge of any administrative announcements (test information schedule changes, etc.) that are made at any time during scheduled class periods regardless of whether you are in attendance. If you are absent, ask a classmate to keep you informed.
2. If all else fails, shoot me an email!
3. **You are responsible for informing the professor of changes to your email address and phone contacts!**

**ADA STATEMENT**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If a student has a disability that qualifies under the Americans with Disability Act (ADA) and requires accommodations, he/she should contact the Services for Students with Disability Office to obtain this service. Disabilities covered by the ADA may include learning, physical, psychiatric, vision, hearing, or chronic health disorders. Students who are uncertain if their condition/disability is qualified should contact the SSD Office.

Mrs. Kathy Brownlow/ ADA Coordinator  
Social Science Building Office 105  
Phone/e-mail: 662-254-3443, [kbrownlow@mvsu.edu](mailto:kbrownlow@mvsu.edu).

**Contact Hours for this Online Course**

**For the Fall 2022 semester, this is a 3-credit course with non-standard or asynchronous meeting times (the faculty-student interaction is virtual and is not a standard 3-day or 2-day meeting pattern).**

The Management (BA 314) course is a 3-credit online course taught over a 16 semester week period that requires that students spend at least six (6) to seven (7) hours participating and completing course-related work or activities each week of the 16 week semester in an online or virtual classroom environment. This includes answering online discussion questions, responding to students/classmates with additional posts (to simulate in an online or virtual environment, a face-to-face lecture/discussion environment), time spent completing assigned readings, preparing individual and team written assignments and Power Points, in addition to other online or virtual course-related tasks.

**STATEMENT**

The course syllabus provides a general plan for the course and is not set “in stone” or is not binding. **Deviations may be necessary at the instructor’s discretion**.