

MISSISSIPPI VALLEY STATE UNIVERSITY
Department of Business Administration
OMP 440 E01– Domestic Business Issues
Fall 2022

Instructor: Dr. Alvin L. Ward, II

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Office Hours: Mondays and Wednesdays: 9:00 AM – 10:00 AM; 1:00 PM – 2:00 PM
Tuesdays and Thursdays: 9:00 AM – 12:00 PM

Days, Time and Location of Class Meeting: Online

Required Text: **Business and Society: Stakeholders, Ethics, Public Policy.** Sixteenth Edition. McGraw-Hill Education Publishing, 2 Penn Plaza, New York, NY 10121.

Course Description / Purpose/Overview: This course integrates the many facets of the Business curriculum. The focus is on issues and their impact on business and its stakeholders in an ever changing environment. **(3 credit hours).**

Expected Student Learning Outcomes: At the end of this course students will be able to:

1. Understand the link between business and society.
2. Explain the concept of stakeholders and how it relates to both business and society.
3. Comprehend how change agents can define the nature of business and society interactions.

Course Requirements/ Format/ Activities etc.: The required course textbook includes chapter end discussion cases and key terms. These items will provide the foundation for the understanding the complex relationships between business and society.

Performance Evaluation:

A “Rubric for Written Assignments” (Attachment 1) is an attachment to this syllabus.

Grading Procedure (Evaluation Method): The final grade for this course will include:

ASSIGNMENT 1 (WEEK 1):

1. Review Course Syllabus and Requirements and **Submit** a Short Bio of Yourself by: **08/28/22 at 11:59 p.m.**
2. Read Chapters 1 and 2.
3. **(a)** Define the end of chapter “Key Terms” for both chapter 1 and 2; **(b)** Respond to the case “Discussion Questions” for the same respective chapters; and **(c)** Read the **“General Motors and the Ignition Switch Recalls ”** case study—then answer the related questions that follow. **Submit through Canvas only by 11:59 p.m. on 08/28/22.**

..... **50 points**

ASSIGNMENT 2 (WEEK 2):

- 1. Read Chapters 5 and 6.
- 2. (a) Define the end of chapter “Key Terms” for both chapter 5 and 6; (b) Respond to the case “Discussion Questions ” for the same respective chapters; and (c) Read Case 8-- “**The Upper Big Branch Mine Disaster**” --then answer the related questions that follow. **Submit through Canvas only by 11:59 p.m. on 09/04/22.**
 **50 points**

ASSIGNMENT 3 (WEEK 3):

- 1. Read Chapters 10 and 13.
- 2. (a) Define the end of chapter “Key Terms” for both chapter 10 and 13; (b) Respond to the case “Discussion Questions” for the same respective chapters; and (c) Read Case 4-- “**BP Blowout: The Aftermath of the Gulf Oil Disaster**”—then answer the related questions that follow; (d) **Submit through Canvas only by 11:59 p.m. on 09/11/22.**
 **50 points**

ASSIGNMENT 4 (WEEK 4):

- 1. Read Chapters 14, 16 and 17.
- 2. (a) Define the end of chapter “Key Terms” for chapters 14, 16, and 17; (b) Respond to the case “Discussion Questions” for the same respective chapters; and (c) Read Case-- “**IKEA’s Sustainable Cotton Supply**”—then answer the related questions that follow; (d) **Submit through Canvas only by 11:59 p.m. on 09/18/22.**
 **50 points**

ASSIGNMENT 5 (WEEK 5):

- 1. Structure an essay on the most important concept, approach, or process learned from this course. **Submit through Canvas only by 11:59 p.m. on 09/23/22.**
 **50 points**

Assignment 1 (Week 1)	.....	50 points
Assignment 2 (Week 2)	.....	50 points
Assignment 3 (Week 3)	.....	50 points
Assignment 4 (Week 4)	.....	50 points
Assignment 5 (Week 5)	.....	<u>50 points</u>
Total Possible Term Points		<u>250</u>

Grading scale will be:

A: 225-250	B: 200-224	C: 175-199	D: 150-174	F: 149 and below
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Grade Appeals:

Any student who believes s/he has been graded unfairly during a semester should work actively and positively with me 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*). It is the student’s responsibility to prove that he/she has been graded unfairly.

Class Attendance Policy:

Regular and punctual attendance is required for all classes and activities earning academic credit. Students must comply with class attendance policies set by individual faculty members and complete all work required for each course. Faculty members are obligated to notify students in writing at the beginning of each semester of the policies and procedures on absences and make-up work. When students must be absent from class, they are required to make arrangements satisfactory to the instructor with regard to work missed.

When students know in advance that they will be absent from class, instructors should be notified and arrangements made to secure assignments. Students may obtain from the Vice President of Student Affairs an official excuse from class due to an emergency (illness, accident, jury duty, or death in the immediate family) or for attendance at officially-authorized functions and authorized field trips sponsored by the University.

Official absences presented to the instructor within seven days from the date of the absence entitles the student to make up any work missed. Faculty members are required to submit absences and “never attended” reports at a designated time via the Banner System. Students who receive Financial Aid awards can only receive funds for “class attendance.” The MVSU Attendance Policy for Financial Aid includes No Shows and Unofficial Course Withdrawals.

Special Needs and Accommodations

Students with special needs/ disabilities of any type who require special accommodation in the classroom and during instruction and/or testing should notify the Instructor during their first full week of class. Students should also have written confirmation by qualified experts of the disability on file with the Office of Academic Affairs and the ADA office on the MVSU campus. For help with papers, please use your University Writing Center often.

Academic Integrity:

All acts of academic dishonesty, including, but not limited to, cheating on exams, plagiarism, internet papers, paraphrasing internet papers, presenting someone else’s work as your own, failing to meet academic and professional requirements, will result in an automatic “F”. The University’s academic honesty and plagiarism policies are enforced in this course.

NOTE: I will be happy to assist the student with any course-related issues during my office hours.

Tentative Course Schedule: Submit Assignments through Canvas

WEEK	CHAPTER READINGS/TOPICS/ASSIGNMENTS
<p style="text-align: center;">1 Aug 22 – Aug 28 <u>SESSION 1</u> <u>20%</u> <u>Contact</u> <u>Hours:</u> <u>10</u></p>	<p>HOMEWORK:</p> <ol style="list-style-type: none"> Review Course Syllabus and Requirements and Submit a Short Bio of Yourself by: 08/28/22 at 11:59 p.m. Read Chapters 1 and 2. (a) Define the end of chapter “Key Terms” for both chapter 1 and 2; (b) Respond to the case “Discussion Questions” for the same respective chapters; and (c) Read the “General Motors and the Ignition Switch Recalls” case study—then answer the related questions that follow. Submit through Canvas only by 11:59 p.m. on 08/28/22.
<p style="text-align: center;">2 Aug 29 – Sept 4 <u>SESSION 2</u> <u>20%</u> <u>Contact</u> <u>Hours:</u> <u>10</u></p>	<p>HOMEWORK:</p> <ol style="list-style-type: none"> Read Chapters 5 and 6. (a) Define the end of chapter “Key Terms” for both chapter 5 and 6; (b) Respond to the case “Discussion Questions” for the same respective chapters; and (c) Read Case 8-- “The Upper Big Branch Mine Disaster” --then answer the related questions that follow. Submit through Canvas only by 11:59 p.m. on 09/04/22. <p>.....</p> <p>..... 50</p> <p>points</p>
<p style="text-align: center;">3 Sept 5 – Sept 11 <u>SESSION 3</u> <u>20%</u> <u>Contact</u> <u>Hours:</u> <u>10</u></p>	<p>HOMEWORK:</p> <ol style="list-style-type: none"> Read Chapters 10 and 13. (a) Define the end of chapter “Key Terms” for both chapter 10 and 13; (b) Respond to the case “Discussion Questions” for the same respective chapters; and (c) Read Case 4-- “BP Blowout: The Aftermath of the Gulf Oil Disaster”—then answer the related questions that follow; (d) Submit through Canvas only by 11:59 p.m. on 09/11/22. <p>.....</p> <p>.....</p> <p>..... 50 points</p>

<p style="text-align: center;">4</p> <p>Sept 12 – Sept 18</p> <p style="text-align: center;"><u>SESSION 4</u> <u>20%</u></p> <p style="text-align: center;"><u>Contact</u> <u>Hours:</u> <u>10</u></p>	<p>HOMEWORK:</p> <p>1. Read Chapters 14, 16 and 17.</p> <p>2. (a) Define the end of chapter “Key Terms” for chapters 14, 16, and 17; (b) Respond to the case “Discussion Questions” for the same respective chapters; and (c) Read Case-- “IKEA’s Sustainable Cotton Supply”—then answer the related questions that follow; (d) Submit through Canvas only by 11:59 p.m. on 09/18/22.</p> <p>..... 50 points</p>
<p style="text-align: center;">5</p> <p>Sept 19 – Sept 23</p> <p style="text-align: center;"><u>SESSION 5</u> <u>20%</u></p> <p style="text-align: center;"><u>Contact</u> <u>Hours:</u> <u>10</u></p>	<p>HOMEWORK:</p> <p>1. Structure an essay on the most important concept, approach, or process learned from this course. Submit through Canvas only by 11:59 p.m. on 09/23/22.</p> <p>..... 50 points</p>
COMMENTS:	This syllabus is not a contract. It is only a guideline. The instructor reserves the right to make changes and additions to this syllabus at her/his discretion. If major changes are necessitated during the term of the course, the student will be notified via a revised syllabus.

NOTE: This document does not constitute a contract with the University. It contains guidelines. The instructor reserves the right to make changes as necessary in the syllabus.

Rubric for Written Assignments

Problem/Question	Information Seeking/Selecting and Evaluating	Analysis	Synthesis	Documentation	Product/Process
<p>4 Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.</p>	<p>Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the</p>	<p>Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.</p>	<p>Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.</p>	<p>Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.</p>	<p>Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays</p>
<p>3 Student(s) posed a focused question involving them in challenging research.</p>	<p>Student(s) gathered information from a variety of relevant sources--print and electronic.</p>	<p>Student (s) product shows good effort was made in analyzing the evidence collected.</p>	<p>Student(s) logically organized the product and made good connections among ideas</p>	<p>Student(s) documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted.</p>	<p>Student(s) effectively communicated the results of research to the audience.</p>
<p>2 Student(s) constructed a question that lends itself to readily available answers.</p>	<p>Student(s) gathered information from a limited range of sources and displayed minimal effort in</p>	<p>Student(s) conclusions could be supported by stronger evidence. Level of analysis could have</p>	<p>Student(s) could have put greater effort into organizing the product</p>	<p>Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or</p>	<p>Student(s) need to work on communicating more effectively.</p>
<p>1 Student(s) relied on teacher-generated questions or developed a question requiring little</p>	<p>Student(s) gathered information that lacked relevance, quality, depth and balance.</p>	<p>Student(s) conclusions simply involved restating information. Conclusions were not</p>	<p>Student(s) work is not logically or effectively structured.</p>	<p>Student(s) clearly plagiarized materials.</p>	<p>Student(s) showed little evidence of thoughtful research. Product does not effectively</p>

Teacher Comments

Instructors Signature: _____

Attachment 1:

ADA Syllabus 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.