



COURSE DESCRIPTION

This course will introduce you to the world of business and help prepare you for the future. Skills acquired in this Course are designed for all students-regardless of future endeavors. Introduction to business is a course that has been designed to acquaint students with the major activities associated with a business. Throughout the semester, our class will explore a variety of facets the world of business world has to offer including, but not limited to...forms of business ownership, ethics, decision-making, and business from a global perspective. In addition, students will participate in a variety of hands-on projects and business simulations.

Earn college credit for this course! This course aligns with the curriculum offered at Minneapolis Community and Technical College. Upon successful completion of this course, students have the opportunity to receive a transcript from MCTC for their coursework and earn free college credit!

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Explain the types of business structures.
- Differentiate various competitive situations.
- Identify the basic concepts that underlie international business.
- Outline the responsibilities of business to the general public.
- Explain how the government regulates business.
- Identify and explain the three forms of business ownership.
- Describe recent trends in corporate ownership.
- Explain the role of entrepreneurs and small business in the economy.
- Interpret the results of a TQM program.
- Differentiate between a firm’s mission statement and its corporate objectives.
- Describe the various collective bargaining agreements.
- Explain the importance of production and operations management.

COURSE MATERIALS & RESOURCES

Kelly, M., McGowen, J., and Williams, C. James L. Burrow. BUSN, 7th Edition. In addition, this course will utilize a variety of case studies, guest speakers, and hands-on simulations including Deloitte & Touch “Spill,” and JA Titan.

E-MAIL MENTORS. In partnership with MCTC, students will have the opportunity to be paired with an e-mail mentor to help enrich course content and bring topics to life. The e-mail mentor experience will culminate with a meet-and-greet, during which students will meet his or her mentor and tour the MCTC campus located in Downtown Minneapolis.

EVALUATION/GRADING

Points will be assigned for daily participation, class assignments/projects, quizzes, and the final.

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| GRADING SCALE | A | 92-100% | B+ | 88-89% | C+ | 78-80% | D+ | 68-69% |
| | A- | 90-91% | B | 82-87% | C | 72-77% | D | 62-67% |
| | | | B- | 80-81% | C- | 70-71% | D- | 60-61% |

DAILY PARTICIPATION. In order to foster a successful learning environment for all students, THANK YOU, in advance, for observing the following classroom expectations: on-time attendance to class, the storing of any and all electronic devices, and remaining on-task (participation in class activities). Daily participation points will awarded for compliance.

| MAJOR COURSE CONTENT AREAS | | |
|---|---|-------------------------|
| Economic Decisions, Systems, and Activities | Business in the Global Economy | Management & Leadership |
| Business Organization | Business Ethics & Social Responsibility | Marketing |
| Forms of Business Ownership | Business Production, Operations, & Finances | Effective Teams |

INSTRUCTOR AVAILABILITY

Your success is one of my greatest goals! Please feel free to visit and ask questions and seek help regarding any of your assignments. To ensure that I am in my room when/if you're in need of assistance, it is highly recommended that you make arrangements in advance for a time that works best for you; please refer to the schedule posted in our classroom for instructor availability.

Activities and Instructional Methods

My philosophy of education is one of project-based learning—where students learn best by doing whether it is through presentations, writing, discussions, and/or creating a product. This hands-on emphasis allows students to apply concepts from the course curriculum and apply it through simulations that are designed to mirror an authentic business environment.

ABSENCES

- The **SWHS Absence Policy** will be applied to any missed work/tests due to an absence. According to the absence policy, students have two full school days to inquire about and complete any missed work (assignments, projects, quizzes) due to an absence.
- In accordance with the SWHS ABSENCE POLICY, it is the student's responsibility to inquire about and make up any work missed in the case of an absence; this includes, but is not limited to all notes, quizzes, and assignments.

EXPECTATIONS: KEYS TO SUCCESS

FIVE P' S

- Be **P**rompt; on-time to class prepared to work when the bell rings.
- **P**repared: notebooks, pen/pencil, ready to do your best each day.
- **P**ricipled is a key IB Learner Profile element; integrity, honesty, and the rights of others is important; therefore...
 - You are expected to complete your own work. Zero points will be awarded for cheating.
 - You do not have the right to interfere with another person's learning.
- Be **P**roductive. Use your time wisely. Class time is to be used for completing our class work. This course has been designed to provide you with enough time to complete activities within class in an attempt to avoid homework.
- Be **P**olite. Please be respectful of other students, staff, and school property. Maintain a positive work environment. Listen when others speak. ALL electronic devices must be stored during class and turned off; food is NOT allowed in this classroom.

IB LEARNER PROFILE

This course supports each element of the IB Learner Profile.

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| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| Risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |