



BUSINESS FUNDAMENTALS

B-School Connection (BSC) Curriculum Integration

Prepared By:



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BSC CURRICULUM INTEGRATION

Purpose of this Manual

The purpose of this manual is to provide instructors, faculty, program managers, and curriculum designers with syllabus-based examples of how to integrate the B-School Connection program into the curriculum and the classroom.

BSC Program Overview

The B-School Connection (BSC) program includes a subscription to *Bloomberg Businessweek*, one of the most widely read business weekly magazines in the world, and access to the Education Resource Center, a powerful tool for higher education.

Program objectives include:

1. Provide application-based instructional content.
2. Encourage regular reading of business news.
3. Establish an expectation of better informed and more engaged students.
4. Appropriate for *any course* at *every academic level*.
5. Is a dynamic, comprehensive, and inexpensive weekly business textbook.

The BSC prepares students for success in the global economy by closing the gap between theory and application. The BSC provides a broad range of tools to enhance classroom curriculum, integrate current global news, and supplement theory with real-world application. The Education Resource Center empowers both students and faculty to get the most out of the magazine.

Student learning outcomes for the BSC program include:

1. Encouraging regular reading of business news independent of specific assignments and classroom activities.
2. Establishing an expectation that students will be better informed and more engaged.
3. Students become global thinkers, realizing the connectivity of the world and local impact.
4. Developing more career-ready graduates who are ready to contribute in the workplace with a more thorough understanding of the global business community.
5. Students can link academic theory with real-world practice and application.

The B-School Connection Resource Center (<https://resourcecenter.businessweek.com/>) includes:

- ❖ Weekly Instructor's Guides
- ❖ Reading Buckets with "greatest hits" articles and guides organized by academic disciplines/topics, economic sectors, global regions, and educational competencies
- ❖ Weekly Faculty EDGE Guides
- ❖ Additional classroom integration recommendations

For students, the program results in a competitive edge. Students broaden their business focus, and become engaged, excited, enlightened, and ready to become globally informed students of the world. The Education Resource Center allows students to find current and prior *Bloomberg Businessweek* readings for use in the classroom.

For faculty, the BSC enhances curricula by leveraging real-time, up-to-date business news, and closing the gap between theory and application. Within the Education Resource Center, course instructors have access to weekly articles and guides by disciplines/topics, sectors, regions, and competencies. Additionally, the weekly EDGE guides provide powerful, competency-based case studies based on current events.

The B-School Connection Resource Center

The B-School Connection Resource Center is arranged by 13 Disciplines/Subtopics:

1. **Accounting and Taxation** (Subtopics: Financial Accounting; Taxation)
2. **Business Fundamentals** (Subtopics: Accounting; Management; MIS; Marketing; Operations and Supply Chain Management; Finance)
3. **Business Law** (Subtopics: Securities; Banking and Financial Institutions; Healthcare; Intellectual Property; Environment; Labor and Employment; Anti-trust)
4. **Business Strategy** (Subtopics: Competitive Advantage; Innovation; Industry Structure; Leadership; Corporate Strategy)
5. **Career Readiness** (Subtopics: Discovering Your Options; Sculpting Your Value Proposition; Selling Yourself; Activating Your Plan)
6. **Economics** (Subtopics: Microeconomics; Macroeconomics; International Economics; Monetary Policy; Fiscal Policy)

7. **Entrepreneurship** (Subtopics: Startup Financing; Idea Generation and Opportunity Recognition; Entrepreneurial Characteristics)
8. **Finance** (Subtopics: Corporate Finance; Investments; Markets; Financial Institutions; International Finance; Mergers and Acquisitions; Real Estate)
9. **Information Technology** (Subtopics: E-Commerce; Social Media; Security; Internet; Mobile Apps)
10. **International Business** (Subtopics: Global Strategy; Local Adaptation; Impact of Culture; Government Regulation; Supply Chain Management)
11. **Marketing** (Subtopics: Communications & Social Media; Sustainability; Entrepreneurship; Innovation)
12. **Operations Management** (Subtopics: Supply Chain Management & Logistics; Project Management; Operations Management Leadership and Strategy; Digital Operations Management; Organizational Behavior and Best Practices)
13. **Organizational Behavior & Human Resource Management** (Subtopics: Corporate Social Responsibility; Environmental Responsibility; Reputation; Fraud; Human Resource Management; Conflict & Negotiation; Leadership; Organizational Culture)

The Resource Center is also organized by nine economic Sectors:

1. Consumer Goods and Services
2. Energy
3. Financial Services
4. Government
5. Healthcare
6. Manufacturing
7. Sports and Entertainment
8. Technology
9. Transportation

Geographically, the B-School Connection content is organized into six world regions with country-specific search capabilities:

1. Africa
2. Asia/Oceania
3. Europe
4. Latin America
5. North America

6. The Middle East

The Resource Center is also arranged by seven academic competencies:

1. Communication
2. Critical Thinking/Decision-Making
3. Ethics
4. Global Awareness
5. Innovation/Entrepreneurship
6. Leadership
7. Sustainability

Article reviews and associated instructional tools are categorized based on one or more discipline/topic, economic sector, global region/country, and/or academic competency.

Weekly Instructional Tools

Instructor Guides are produced weekly and distributed via e-mail to course faculty. The Guides are written by the BSC Advisory Board, terminally degreed faculty from leading business schools. The Guides provide course instructors with real-time, multi-disciplinary tools to enhance their curriculum. The Guides are archived after 18 months, allowing great flexibility in future lesson planning, while also providing current, relevant, and accurate business news to instructors and students.

EDGE guides (Executive Development Guide and Extract) is a B-School Connection Resource Center tool that turns selected weekly articles into powerful academic content for student development. The EDGE is competency-based, relates to accreditation goals for B-Schools, and provides faculty with mini-case studies that address real-world situations. The competencies are based on the outcomes that faculty, business schools, accreditation agencies, and downstream employers want to see in successful graduates of business programs.

Types of Curriculum Integration

BSC can be integrated into the curriculum using a variety of instructional methods:

1. Discussion Board Posts
2. Short Papers
3. Student Presentations

4. Student Team Projects
5. Case Studies
6. Assessment Activities (Quizzes and Course Exams)

Broadly, each integration method can employ one of two styles of student activities: *continuous* or *issue-specific*.

Continuous syllabus activities are not time-bound as the same activity can be used for several academic terms without modification. Such content can be included in the Learning Management System (LMS) and remain largely unchanged for several terms. The activities direct the students to use the current or past edition of *Bloomberg Businessweek* and the ERC to answer the question(s) or activities as required by the assignment.

Issue-specific syllabus activities are time-bound and relate to specific articles. Although the assignment can be relatively generic, the course instructor does update the assignment to direct the students towards a specific issue of *Bloomberg Businessweek*.

Rubrics are also presented for Discussion Board Responses, PowerPoint Presentations, Written Assignments, and Oral Presentations to help instructors assess how well students meet the criteria for each activity or assignment. Instructors may use more than one rubric for a particular activity or assignment (for example with the Team Project) to assess different aspects of the students work.

The following pages provide examples of syllabus-based activities and assignments that are either continuous or issue-specific.

CURRICULUM INTEGRATION IDEAS

Dr. Jack Smothers, University of Mississippi

I have found that students need a significant number of real-world examples to develop and maintain comprehension of the principles we cover in class. As a result, I utilize BBW as a resource to incorporate real-world application of business principles in three ways:

1. During my lectures, I provide real-world examples from BBW magazine that align with the topics we cover to facilitate the students' understanding of the

concepts and where they apply. This not only facilitates the effectiveness of my teaching and the students' level of comprehension, but also provides a tangible resource to which they can return when studying for a test or simply trying to solidify the concept in their minds after our class lecture and discussion. I also include these examples on exams to test comprehension and recall of the situation to ensure each student is reading, comprehending, and retaining the information.

2. The students are required to complete a course project in pre-assigned groups to develop a 12-15-minute presentation and a 12-15-page paper as an in-depth SWOT analysis for a specific company. In the projects, students are given freedom to gain creative insights and BBW is recommended as an ideal reference for the presentation. The real-world and up-to-date insights provided by the BBW articles unfailingly provide a rich layer of relevancy and interest to each one of the presentations.
3. Throughout the semester, I assign BBW articles for students to read for homework. During the class following the homework assignment, the students get into groups to discuss and answer questions either from BBW's Resource Center or questions that I write which closely tie the assigned BBW article to the material we have covered in the class. Students write 2-3 pages on these questions and conclude with a peer-evaluation to ensure each student gets the appropriate credit.

Through the utilization of BBW magazine in these three ways, I have found that the students are more engaged in class, develop a better understanding of topics we cover, retain the information in a more meaningful way, and perform better on class examinations.

Richard McCarthy, Quinnipiac University

Our goal is to incorporate the use of *Bloomberg Businessweek* as a resource within our core business curriculum:

1. Professional Development (required by all first semester freshmen)—include 4-5 writing assignments based upon current business issues but based upon themes such as financial analysis, social responsibility, etc. The learning

outcomes are to improve student written communication and to increase their understanding of current business issues.

2. Written Communications—include 5-6 writing assignments that reinforce what was built upon in Professional Development. This is a sophomore level class. The learning outcome for this course is to increase students' ability to write for business including, but not limited to, creation of executive summaries and analysis of business topics.
3. Ethics AND Diversity—include 3-4 writing assignments that are based upon an analysis of ethical issues or issues of social responsibility. This will reinforce the concepts of ethical models presented in the course using business issues that are current and relevant.

Dr. Mary Soroko, St. Cloud State University

HBS 111 is called Orientation to the Herberger Business School. Its purpose is to help students learn about business careers and develop a career plan. Most of the students who enroll are freshmen and sophomores.

In HBS 111, I offer extra credit to students who write a thoughtful critique of one of the business articles. My goal is to get students to start reading about contemporary business issues so they start to see a connection between what they are learning in class and current events.

I ask the students to write a one page essay. Half is what the business story is about. The other half is what they think about it.

I expect students to support their positions (agree/disagree with the author's contentions) in these papers.

Dr. Ralph Fanary, East Carolina University

I just wanted to let you know how well using *Bloomberg Businessweek* as the text for our new Strategy course is working. This course is designed to excite freshmen about all areas of business and improve our retention of top students. I typically assign two to three "required" articles for students to read prior to our classroom discussion of the articles, and occasionally give a simple five-minute quiz at the beginning of class.

I try to vary the format a bit—sometimes breaking into small groups, sometimes asking specific individuals to comment on an issue, etc. I find that most are reading many more articles than those assigned for discussion. Bottom line, it's working very well. Thanks for all your help getting things started!

James King PhD, Professor Niagara University

The Niagara University College of Business Administration introduces students to the world of business enterprise as early in their college careers as possible. All first-semester freshman business students use *Bloomberg Businessweek* as part of our innovative freshman introductory course. The magazine helps achieve the goal of students becoming "business literate" with respect to vocabulary, noteworthy firms and managers, finance, and the reading and understanding of business and economic news.

Reading *Bloomberg Businessweek* is required preparation for a series of one-hour learning modules where students compete with each other to demonstrate their level of current business knowledge based on recent BBW stories. Specific articles are found in BBW on digital communication, careers, and new innovative management that are particularly interesting to this generation of students.

Frequent short quizzes are used to reinforce the importance of reading the assigned articles. Businessweek.com is used in other modules to show students how to access and use business information on the internet.

Overall, Niagara University believes that *Bloomberg Businessweek* provides our students an early advantage in understanding the competitive world of business and in pursuing opportunities in the evolving global economy.

DISCUSSION BOARD POSTS

A discussion board post activity that integrates the B-School Connection program can be article-specific or topically generic. A discussion board post stimulates student engagement and demonstrates application of the concepts within the global context.

There are two (2) types of Discussion Board Posts:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for Discussion Board Posts.

Discussion Board Rubric

Expectations:

- Posts and replies are submitted by the deadlines.
- Writing style is professional and NOT in text or Instant Messaging style.
- Content and tone are professional and respectful.
- Contributes to a conversation by:
 - asking good questions
 - making insightful observations
 - avoiding duplication of previous posts
 - adding to what a classmate has said

Criteria	Outstanding	Proficient	Basic	Below expectation (failing grade)
Completeness	Fully meets all assignment requirements as detailed in assignment description.	All required elements completed.	Most required elements completed.	Only satisfies some of the required elements.
Critical Thinking	Rich in content; full of thought, insight, and analysis.	Substantial information thought, insight, and analysis has taken place.	Generally competent information is thin and commonplace.	Rudimentary and superficial no analysis or insight is displayed.
Connections	Clear connections to previous or current content and to real-life situations.	Connections are made, but not clearly or are too obvious.	Limited, if any, connections; vague generalities.	No connections are made; off topic.
Uniqueness	New ideas and new connections made with depth and detail.	New ideas or connections lack depth and/or detail.	Few, if any new ideas or connections; rehash or just summarized other postings.	No new ideas, "I agree with ..." statements.
Style and Grammar	Few grammatical or stylistic errors.	Several grammatical or stylistic errors.	Obvious grammatical or stylistic errors which interfere with content.	Obvious grammatical or stylistic errors which make understanding difficult.

Continuous Syllabus Activities

Activity 1: Current Issues in Management

XX Points

What are the major issues in management today? What do you think are some of the current challenges, opportunities, and areas of specific interest regarding the discipline of business management? Consider both your local environment, as well as the global context as you consider these questions. Take a few minutes to strategically explore and consider your local community, region, and the global environment relative to management.

Specific to this activity:

- Visit the *Bloomberg Businessweek* B-School Connection Education Resource Center (<http://resourcecenter.businessweek.com>) and read a few current articles related to business, government, and/or non-profit business management. Read articles that apply to your specific region, as well as those outside of your region to broaden your frame of reference.
- Compose a discussion board post that provides your opinion regarding management issues today. Specifically, compose a post that addresses two foundational questions: (1) What are the major issues in management today? (2) What do you think are some of the current challenges, opportunities, and areas of specific interest regarding the discipline of management? The discussion board post should be between 250 and 500 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Marketing

XX Points

How does the rapid change in technology effect businesses? What implications does this have for how a company markets and sells its products? How do companies like Apple, Microsoft, or Google successfully grow their businesses given this rapid change? Consider both the short term and the long term when developing your response.

Specific to this activity:

- Visit the *Bloomberg Businessweek* B-School Connection Education Resource Center (<http://resourcecenter.businessweek.com>) and read a few current articles related to technology, sales and marketing. Read articles that apply to your specific region, as well as those outside of your region to broaden your frame of reference.
- Compose a discussion board post that provides your opinion regarding management issues today. Specifically, compose a post that addresses three foundational questions: (1) How does the rapid change in technology effect businesses? (2) What implications does this have for how a company markets and sells its products? (3) How do companies like Apple, Microsoft, or Google successfully grow their businesses given this rapid change? The discussion board post should be between 250 and 500 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Business Fundamentals

XX Points

Read the following article review: [URL or Name/Location of the Article]. You may also want to read the full article.

Specific to this activity:

- Post your response to the discussion questions included with the article review to the Course Discussion Board. Your post should be between 150 and 200 words.
- Comment on another student's discussion board post. Your comment should be more than just agree/disagree and should provide additional analysis or insights to the other student's post. Your comments should be at least 50 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

SHORT PAPERS

A short paper student activity combines both B-School Connection article reviews and *Bloomberg Businessweek* articles with journal articles and books to link theory with practice and promote critical thinking and analysis skill development.

There are two (2) types of Short Papers:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for Short Papers.

Writing Rubric

Expectations:

- Submit correctly and on time.
- Adhere to requirements regarding nature of content, length, and format.
- Consistent with APA/academic writing style.

Criteria	Outstanding	Proficient	Basic	Below expectation (failing grade)
Completeness	Fully meets all assignment requirements as detailed in assignment description.	All required elements completed.	Most required elements completed.	Only satisfies some of the required elements.
Style including Structure, Flow, Grammar, and Spelling	Highly professional, excellent clarity, and easy to follow from opening to closing paragraphs. Excellent sentence structure, transitions and flow. Close adherence to APA writing style requirements. Very few or no grammar and spelling errors.	Sound structure and flow. Generally easy to follow with good adherence to APA style requirements. Minimal grammar and spelling errors.	Basic structural elements exist, however flow and logically sequencing of content often disjointed. Frequent non-adherence to elements of APA writing style. Frequent grammar and spelling errors.	Structure/Flow difficult to follow. Numerous grammar/spelling/tense errors. Awkward/not engaging writing style.
Content	Rich in both subject matter and critical thinking. Insightful. Compelling arguments supported using a variety of sound resources.	Good depth and breadth of content displaying thought, insight and analysis of subject matter. Arguments well supported.	Treatment of subject matter somewhat thin/lacking depth. Arguments often not strongly/logically supported.	Rudimentary or superficial treatment of subject matter with little evidence of critical thinking and analysis. Arguments poorly framed or supported.

Continuous Syllabus Activities

Activity 1: Management Today

XX Points

The term *management* is used in three alternate ways: management as a discipline, management as a group of people, and management as a process. Management as a discipline consists of the principles of management, techniques, and functions.

Management as a group or class of people refers to individuals and groups who perform managerial activities. Management as a process is a system perspective that looks at the inputs, the transformative processes, the output or outcomes, and mechanisms for feedback and control. Two concepts that run through every management function are efficiency and effectiveness. Efficiency refers to how well resources are used to achieve business objectives/goals. In other words, efficiency can be seen as the ratio of outputs to inputs. Effectiveness refers to how appropriate are the business objectives/goals, and the degree to which they are achieved.

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to the Business Fundamentals, Subtopic Management found on the BSC Education Resource Center.
- Write a 1000-1300-word paper based on your readings that includes a discussion on the following concepts: management inputs and outputs, management as a process, management efficiency, and management effectiveness. Use the BSC articles as a basis for the discussions of these concepts.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Total Quality Management

XX Points

Management encompasses many different disciplines. Two concepts, however are of critical importance to all sectors: Quality and Value. Quality applies to a characteristic of something (product or service) and may be based on a standard or in the 'eye of the beholder'. Value on the other hand relates to the importance or worth someone places on something. Together these terms are outputs from a management system.

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to the Business Fundamentals, Subtopics Management and Operations and Supply Chain Management found on the BSC Education Resource Center.
- Write a 1000-1300-word paper based on your readings that includes a discussion on the following concepts and how they are used and why they are important to organizations today: quality and value. Use the BSC articles as a basis for the discussions of these concepts.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 3: Global Supply Chains

XX Points

What are the major issues in global trade today? What are the benefits of a global supply chain? How might companies benefit from being a part of a global supply chain? Consider the impact global trade might have on local companies versus larger, global corporations.

Specific to this activity:

- Visit the *Bloomberg Businessweek* B-School Connection Education Resource Center (<http://resourcecenter.businessweek.com>) and read a few current articles related to operations and supply chain management. Read articles that apply to your specific region, as well as those outside of your region to broaden your frame of reference.
- Compose a discussion board post that provides your opinion regarding management issues today. Specifically, compose a post that addresses two foundational questions: (1) What are the major issues in global trade today? What are the benefits of a global supply chain? (2) How might companies benefit from being a part of a global supply chain? The discussion board post should be between 250 and 500 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Management Applications

XX Points

Read the following article review: [URL or Name/Location of the Article]. You may also want to read the full article.

Specific to this activity:

- Write a 1000-1300-word paper that summarizes the article (about a third of the paper), answers the discussion questions included with the article review (about the third of the paper), and offer your own conclusions and reflections regarding the article and its implications in business (about the third of the paper)
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

STUDENT PRESENTATIONS

Using the B-School Connection Education Resource Center, course instructors can require students to develop a presentation based on specific problem-solving questions that integrate both the textbook materials with current events to demonstrate practical application of the concepts.

There are two (2) types of Student Presentations:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to presenting their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for PowerPoint Presentations.

PowerPoint Presentation Rubric

Criteria	Exceeds Standards	Meets Standards	Fails to Meet Standards
Background	Background does not detract from text or other graphics. Choice of background is appropriate for this project.	Background does not detract from text or other graphics. Choice of background could have been better suited for the project.	Background makes it difficult to see text or competes with other graphics on the page.
Text: Font Choice & Formatting	Font formats (e.g. color, bold, italic) have been carefully planned to enhance readability and content.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling & Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings and/or grammatical errors.	Presentation has more than 2 grammatical and/or spelling errors.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive and detract from the content of the presentation.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the topic.	Project is lacking several key elements and has inaccuracies.

Continuous Syllabus Activities

Activity 1: Accounting

XX Points

Companies use financial accounting to measure the economic performance of the firm and to report that performance to government agencies (such as the Internal Revenue Service in the United States) as well as to determine how much money should be paid for taxes. As such, tax rate, tax policy, and legal ways of minimizing taxes become important to management. How does tax policy impact companies? What do companies do to minimize their taxes?

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to the Business Fundamentals, Subtopic Accounting found on the BSC Resource Center (<http://resourcecenter.businessweek.com>).
- Prepare a presentation that reviews tax policies for companies in your country. Then, citing at least 2 specific examples, answer the following questions: (1) How does tax policy impact companies? (2) What do companies do to minimize their taxes? Finally, include in the presentation your recommendations on how the tax policy in your country could be changed to be more beneficial to the country as a whole. (Slide Count?)
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Finance

XX Points

Organizations require money to finance their operations and to accomplish their missions. They invest in things that they believe will generate better returns. Investments can broadly be categorized into debt and equity. Investments involve risk as they may or may not lead to the better returns expected.

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to the Business Fundamentals, Subtopic Finance found on the BSC Resource Center (<http://resourcecenter.businessweek.com>).
- Prepare a presentation that identifies at least 3 types of investments organizations make and possible sources of money for the investments based on your readings. Include in the presentation your analysis of which sources of investment are best and why you believe this is the case. (Slide Count?)
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Management Information Systems

XX Points

Read the following article review: [URL or Name/Location of the Article]. You may also want to read the full article.

Specific to this activity:

- Prepare a presentation that summarizes the key points of the article and answers the discussion questions included with the article review. Your presentation should include at least 10 slides.
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

STUDENT TEAM PROJECTS

Teams of students can develop oral and/or written presentations based on the current week's *Bloomberg Businessweek* articles. Student teams can also use the Education Resource Center to research a specific topic and present 2-4 related articles in order to demonstrate application and relevance.

There are two (2) types of Student Team Projects:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing and presenting their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the students responses, many faculty use a rubric specifically designed for Oral Presentations.

Oral Presentation Rubric

Criteria	Exceeds Expectations	Meets Expectations	Does not meet Expectations
Speaking and Volume	Clear and audible at all times.	Clear and audible most of the time; a few sentences trailing away or not clear.	Not clear and not audible almost throughout.
Speaking versus Reading	Speaks extemporaneously.	Refers to notes but does not read from text.	Reads or relies too heavily on notes.
Mannerisms	No distracting mannerisms.	Few distracting mannerisms.	Fidgets, hands in pockets, excessive nervousness.
Connecting with Audience	Engaging with eye contact, body language, and enthusiasm.	Generally maintains eye contact; shows interest in topic.	No eye contact; shows little or no enthusiasm.
Introduction	Purpose explained along with an attention-getter; self-introduced.	Topic and self introduced but purpose not clear.	Fails to introduce topic and self; purpose not clear.
Subject Coverage	Fully covered; no factual errors; demonstrates clear understanding of topic.	Covered with reasonable depth with few factual errors; demonstrates good understanding of topic.	Topic not fully covered; inaccuracies; fails to demonstrate understanding of topic.
Conclusion	Main points reinforced; take-away messages re-stated; purposeful conclusion; appropriate referencing.	General summary or wrap up; incomplete referencing; take-away message lacks clarity.	Abrupt ending; no summary or wrap-up; failure to provide references.

Note to instructors: For Team Projects, you may use the Written, Power Point, and Oral Presentation Rubrics to fully assess the project and student participation.

Continuous Syllabus Activities

Activity 1: Understanding Current Management

XX Points

The B-School Connection Education Resource Center

(<http://resourcecenter.businessweek.com>) includes several articles related to business and management fundamentals. In teams of 2-3 students, select three article reviews from within the past 60 days pertaining to the topic of Management within the Discipline of Business Fundamentals.

Specific to this activity:

- Each team members should read all three of the selected articles. As a team, decide who will have primary responsibility for a specific article.
- Each team member will prepare written responses to the discussion questions included with the article review.
- As a team, determine the implications of this article on current management.
- As a team, determine which of you will present your results to the rest of the class during a 10-minute classroom presentation.
- Submit both your written summaries and presentation to your course instructor after the presentation.
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Applied Management

XX Points

In teams as assigned by the course instructor, read the following article reviews found on the B-School Connection Education Resource Center

(<http://resourcecenter.businessweek.com>):

1. [URL or Name/Location of the Article]
2. [URL or Name/Location of the Article]
3. [URL or Name/Location of the Article]

Specific to this activity:

- Each team members should read all three of the selected articles. As a team, decide who will have primary responsibility for a specific article.
- Each team member will prepare written responses to the discussion questions included with the article review.
- As a team, determine the implications of this article on current management.
- As a team, determine which of you will present your results to the rest of the class during a 10-minute classroom presentation.
- Submit both your written summaries and presentation to your course instructor after the presentation.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

CASE STUDIES

Course instructors use the short case studies included with the weekly Edge Guide to promote critical thinking skills. The Edge Guide is fully searchable by Sector, Competency, Region/Country, and Discipline.

There are two (2) types of Case Studies:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing and presenting their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for **Case Studies**.

Case Study Rubric

Expectations:

- Submit correctly and on time.
- Adhere to requirements regarding nature of content, length, and format.
- Consistent with APA/academic writing style.

Criteria	Outstanding	Proficient	Basic	Below expectation (failing grade)
Style including Structure, Flow, Grammar, and Spelling	Highly professional, excellent clarity, and easy to follow from opening to closing paragraphs. Excellent sentence structure, transitions and flow. Close adherence to APA writing style requirements. Very few or no grammar and spelling errors.	Sound structure and flow. Generally easy to follow with good adherence to APA style requirements. Minimal grammar and spelling errors.	Basic structural elements exist, however flow and logically sequencing of content often disjointed. Frequent non-adherence to elements of APA writing style. Frequent grammar and spelling errors.	Structure/Flow difficult to follow. Numerous grammar/spelling/tense errors. Awkward/not engaging writing style.
Identification of Main Issues	Identifies and shows understanding of the main issues in the case.	Identifies and shows understanding of <i>most</i> of the issues in the case.	Identifies and shows <i>some</i> understanding of the issues in the case.	Identifies and shows <i>very little or no</i> understanding of the issues in the case.
Analysis of Issues	Presents a thorough analysis of identified issues including necessary calculations and supporting evaluation.	Presents a thorough analysis of identified issues; missing some necessary calculations or supporting evaluation.	Presents an incomplete analysis of identified issues; missing some necessary calculations or supporting evaluation.	Presents an incomplete analysis of identified issues; missing all necessary calculations or supporting evaluation.
Recommendations	Provides a sound recommendation based on strong arguments and well documented evidence; presents a balanced view with a reasonable interpretation.	Provides a recommendation based on limited arguments and some evidence; presents a somewhat biased view with some interpretation.	Provides a recommendation based on weak arguments and limited evidence; presents a biased view with very little to no interpretation.	Presents poorly formed recommendation or no recommendation at all with very little or no support.

Continuous Syllabus Activities

Activity 1: Business Ethics Case Study

XX Points

The EDGE GUIDES of the B-School Connection Resource Center (<https://resourcecenter.businessweek.com/edge-guides/page/1>) include short cases based on Ethics (select from menu 'Case Study'). Read one of the cases.

Then, specific to this activity:

- Read and reflect upon the key learning points associated with this case.
- Read the case summary (Abstract).
- Read the full article associated with this case. (Link is next to the Reviewers name.)
- Search the B-School Connection Resource Center for other articles that may be related to this case.
- Read and conduct the activities listed with the case (including Discussion Questions) and prepare a written response for each activity.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Sustainability Case Study

XX Points

The EDGE GUIDES of the B-School Connection Resource Center (<https://resourcecenter.businessweek.com/edge-guides/page/1>) include short cases based on Sustainability (select from menu 'Case Study'). Read one of the cases.

Then, specific to this activity:

- Read and reflect upon the key learning points associated with this case.
- Read the case summary (Abstract).
- Read the full article associated with this case. (Link is next to the Reviewers name.)
- Search the B-School Connection Resource Center for other articles that may be related to this case.
- Read and conduct the activities listed with the case (including Discussion Questions) and prepare a written response for each activity.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Applied Business Ethics

XX Points

Read the following Edge Guide case: [\[URL or Name/Location of the Case\]](#)

Then, specific to this activity:

- Read and reflect upon the key learning points associated with this case.
- Read the case summary (Abstract).
- Read the full article associated with this case. (Link is next to the Reviewers name.)
- Search the B-School Connection Resource Center for other articles that may be related to this case.
- Read and conduct the activities listed with the case (including Discussion Questions) and prepare a written response for each activity.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

ASSESSMENT

Weekly Quizzes

Course instructors can create weekly quizzes (multiple choice and/or short answer) based on the current week's *Bloomberg Businessweek* articles that cover a variety of topics and/or quizzes that span multiple issues for a specific topic. Each article review has 2-4 Discussion Questions that can be used for essay responses and 2-4 multiple choice/true or false questions.

Instructors can prepare a quiz based on one or more article reviews for a specific edition of *Bloomberg Businessweek* or that cover multiple editions of the magazine. The quiz can be administered in the Learning Management System (LMS) or as a paper, in-class quiz.

Course Exams

A course exam activity with either/both multiple-choice and essay questions can also be developed using the question test banks found within the B-School Connection Education Resource Center associated with the article reviews.

Faculty can use the Advanced Search fields to locate articles based on specific key words, economic sectors, academic disciplines, and/or learning outcomes (competencies). Based on this search, exam questions are extracted from the editions of *Bloomberg Businessweek* that covered the academic term to create a course-level exam that is specific to the course's learning outcomes. The exam can be administered in the Learning Management System or as a paper, in-class exam.