



CAREER READINESS

Business School Resource Center Curriculum Integration

Prepared By:



PEREGRINE
— ACADEMIC SERVICES —

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BSRC 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 Business School Resource Center program into the curriculum and the classroom.

BSRC Program Overview

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

Student learning outcomes for the BSRC 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 Business School Resource Center (<https://bsc.PeregrineAcademics.com/>) includes:

- ❖ Summarized and full-text articles.
- ❖ Article summaries and instructional tools organized by academic disciplines/topics, economic sectors, global regions, and educational competencies.
- ❖ 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 Resource Center allows students to find current and prior articles for use in the classroom.

For faculty, the BSRC enhances curricula by leveraging real-time, up-to-date business news, and closing the gap between theory and application. Within the Resource Center, course instructors have access to weekly articles and summaries organized by disciplines/topics, sectors, regions, and competencies.

The Business School Resource Center

The Business School Resource Center is arranged by the following academic disciplines and 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 Business School Resource Center 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

The article summaries and related student activities are also categorized in the Resource Center by four Types:

1. **Action Learning:** Activities that require the student to perform an action that relates to his/her current or future job/organization/industry. Action Learning is focused on thinking, discussing, or utilizing the information from the article in a way that grows the user's skills and knowledge base.
2. **Case Study:** Activities that require the student to read and understand the article in order to discuss it with their professor or other students. Case Study includes a best practice/lessons learned aspect to the article that helps the student pick up knowledge that is imbedded in the case.
3. **Outside Expert:** Activities that give the student the viewpoint of an 'outside' expert that they should prepare to discuss with their professor or other students. Outside Expert usually involves an interview or biographical piece and gives a rich opportunity for first hand learning about the situation/scenario.

4. **Self-Assessment:** Activities that ask the student to evaluate themselves on various competencies that are important in business situations. Self-Assessment helps to create a learning moment for the students so that they can assess themselves based on an example or thought-leader exemplified within the article.

Article summaries and associated instructional tools are categorized based on one or more discipline/subtopic, economic sector, global region/country, competency, and/or summary type.

Weekly Article Summaries

A listing of the weekly article summaries is produced and distributed via e-mail to all registered BSRC course faculty. The article summaries and instructional tools are written by the BSRC Advisory Board, terminally degreed faculty from leading business schools. The article summaries with instructional tools provide course instructors with real-time, multi-disciplinary tools to enhance their curriculum. The summaries and tools 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.

The Resource Center also includes competency-based, 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

BSRC 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 article summaries 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 article summary and/or full-text article.

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.

DISCUSSION BOARD POSTS

A discussion board post activity that integrates the Business School Resource Center 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 submitted by the deadlines.
- Writing style professional and NOT in text or Instant Messaging style.
- Content and tone professional and respectful.
- Contribution 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 really clear or 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 Career Readiness

XX Points

What are the major issues in career readiness today? What do you think are some of the current challenges, opportunities, and areas of specific interest regarding career readiness? 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 career readiness.

Specific to this activity:

- Visit the Business School Resource Center (<https://bsc.peregrineacademics.com>) and read a few current articles related to business, government, and/or non-profit career readiness. 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 career readiness issues today. Specifically, compose a post that addresses two foundational questions: (1) What are the major issues in career readiness today? (2) What do you think are some of the current challenges, opportunities, and areas of specific interest regarding career readiness? 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: Discovering Your Options

XX Points

When it comes to careers, there are usually many options – often many more than we realize. For your chosen major what are your best options for a job upon graduation? What are the long-term career opportunities that your first job might lead to? If you don't have a major currently, choose one for the purposes of this activity.

Specific to this activity:

- Visit the Business School Resource Center (<https://bsc.peregrineacademics.com>) and read a few current articles related to career readiness. 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) For your chosen major what are your best options for a job upon graduation? (2) What are the long-term career opportunities that your first job might lead to? If you don't have a major currently, choose one for the purposes of this activity. 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: Sculpting Your Value Proposition

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 Business School Resource Center article reviews and 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: Selling Yourself

XX Points

Selling yourself involves both what you say as well as how you say it. Studies have shown that it is not necessarily what you say that matters but how you say it. As you read the articles for this activity, for the assignment, think of what kind of jobs you might have working for companies mentioned in the articles and then consider how you would 'sell yourself' such that you would get a job offer.

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to Career Readiness found on the Resource Center.
- Write a 1000-1300-word paper based on your readings that includes a discussion on the following concepts: selling yourself, selling yourself short, non verbal communications, interpersonal skills, social skills, emotional intelligence. Use the BSRC 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: Activating Your Plan

XX Points

Preparing a career plan is a valuable approach that can help you make decisions about the type of jobs you wish to pursue. As your career unfolds, you will be presented with different paths – sometimes moving up in the hierarchy, sometimes moving sideways or even down. For the articles you read for this activity, identify career pathways within the companies mentioned in the articles and discuss how you would best position yourself to be an executive in one of those companies.

Specific to this activity:

- Read at least three article reviews and perhaps the full articles related to the Activating Your Plan found on the BSRC 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: jobs, careers, career progression, networking, power, influence, career paths. Use the BSRC 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: Career Readiness and Planning

XX Points

Former United States President and WWII General Dwight Eisenhower said, “*I have always found that **plans** are useless, but **planning** is indispensable.*” What did he mean in saying this? Does this apply to people seeking jobs with companies AND entrepreneurs seeking to create their own company?

Specific to this activity:

- Visit the Business School Resource Center (<https://bsc.peregrineacademics.com>) and read at least 3 current articles related to career readiness. 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 career readiness. Specifically, compose a post that addresses the following questions: (1) What did he mean in saying this? (2) Does this apply to people seeking jobs with companies AND entrepreneurs seeking to create their own company? 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: Discovering Your Options

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 Business School 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: Sculpting Your Value Proposition

XX Points

Creating a personal value proposition is an increasingly common part of preparing a career plan. For this activity, sculpt (or create) your value proposition for 3 specific job with 3 different companies. Why are these jobs and companies of interest to you? How will your value proposition help you prepare for an interview? Did your value proposition change based on each specific job and company? Why?

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to the Career Readiness, subtopic Sculpting Your Value Proposition found on the Resource Center (<https://bsc.peregrineacademics.com>).
- Prepare a presentation focused on 3 different jobs in 3 different companies. Your presentation should answer the following questions: (1) Why are these jobs and companies of interest to you? (2) How will your value proposition help you prepare for an interview? (3) Did your value proposition change based on each specific job and company? Why? (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: Activating Your Plan

XX Points

Developing a career plan is a great way to prepare for your first job. The earlier you do it in college, the better you can align your course work with your plan. From your readings, identify a company that you are interested in working for. Based on the readings, what kind of skills and knowledge do you think that company looks for in employees? What actions do you need to take to adjust your plan so that you are in a better position to get a job working for that company?

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to the Career Readiness, subtopic Activating Your Plan found on the Resource Center (<https://bsc.peregrineacademics.com>).
- Prepare a presentation that answers the following questions: (1) Based on the readings, what kind of skills and knowledge do you think that company looks for in employees? (2) What actions do you need to take to adjust your plan so that you are in a better position to get a job working for that company? Your presentation should give background information on the company and show your current plan as well as your revised plan based on this activity. (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: Career Readiness

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 articles. Student teams can also use the 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 student’s 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: Selling Yourself

XX Points

The Business School Resource Center (<https://bsc.peregrineacademics.com>) includes several articles related to career readiness and selling yourself. In teams of 2-3 students, select three article reviews from within the past 60 days pertaining to the topic of selling yourself within the discipline of career readiness.

Specific to this activity:

- Each team member 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: Discovering Your Options

XX Points

In teams as assigned by the course instructor, read the following article reviews found on the Business School Resource Center (<https://bsc.peregrineacademics.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 member 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 short case studies to promote critical thinking skills. The Resource Center 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: Career Readiness and Global Awareness Case Study

XX Points

The Business School Resource Center includes short cases based on Global Awareness and Career Readiness. 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 Reviewer's name.)
- Search the 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: Critical Thinking/Decision Making Case Study

XX Points

The Business School Resource Center included short cases based on Critical Thinking/Decision Making and Career Readiness. 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 Reviewer's name.)
- Search the 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: Career Readiness and Ethics

XX Points

Read the following 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 Reviewer's name.)
- Search the 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 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. 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 Business School 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 articles 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.