



**Small Business & Entrepreneurship  
BUS 150 – 3 Credits**

**Day(s):**

**Time(s):**

**Classroom Number:**

**Instructor:**

**Phone number:**

**Email Address:**

**Office Hours:**

---

**Prerequisite/Co-requisites: BUS 101**

---

**Course Description**

This course will provide an introduction to exploring fundamental business principles with an emphasis on a practical approach to the entrepreneurial process and the skills for starting a small business. The course will include studying ethics, the global environment, forms of business ownership, starting a small business, an entrepreneur's acquisition of capital, small business management, networking, and managing financial resources. The course further explores issues with franchising and other business opportunities.

**Required Text**

Portolese, Laura, Krause, Jaclyn, & Bonner, Julie (2019) Entrepreneurship Version 1.  
Flatworld ISBN: 978-1-4533-8999-7

This course will incorporate an assessment that is tied into the course outcomes and, by extension, programmatic outcomes. The instructor for this course will provide you with a rubric on which the assessment will be measured. This assessment may or may be part of an assignment that contributes to your grade for this course. For BUS 150, the assessment will be the Final Project - Written Business Plan and Verbal Presentation (for hybrid/online classes only) and it will assess the following course outcomes: 2) How an entrepreneur begins the process of starting a business, 3)The due diligence necessary to bring a business to fruition and 4)How to properly begin the process of fully establishing a successful business; all which support Programmatic Outcomes 1) Communicate clearly, concisely, and in an articulate fashion both verbally and in writing, 2) Acquire, analyze and synthesize data for operational and strategic decision making, and 6 Develop and implement components of a business plan.

<b>Learning Objectives</b>	<b>Learning Outcomes</b>	<b>Assessment Methods</b>
----------------------------	--------------------------	---------------------------

To demonstrate an understanding of:	At the end of this course, students will be able to:	As measured by:
<p><b>Ethical business practices and organizing your business for local and global markets. How an Entrepreneur begins the process of starting a business.</b></p>	<ol style="list-style-type: none"> <li>1. Relate to practices that create /sustain ethical organizations</li> <li>2. Describe local &amp; international opportunity in global markets</li> <li>3. Evaluate the Entrepreneurial Orientation/Drive/Personality</li> <li>4. Discuss the triggers for starting a business.</li> <li>5. Describe how to generate Business Ideas &amp; conduct a Skills Analysis.</li> </ol>	<p><b>Class Discussion Assignments Discussion Board</b></p> <p><b>Class Discussion/ Classroom Activities/ Writing Assignment/ Discussion Board/Quiz</b></p>
<p><b>The due diligence necessary to bring a business idea to fruition.</b></p>	<ol style="list-style-type: none"> <li>1. Define your industry.</li> <li>2. Develop information for an external analysis.</li> <li>3. Develop a Competitive Map and Competitive Advantage.</li> <li>4. Construct Mission/Vision Statements.</li> <li>5. Create a Sustainable Competitive Advantage.</li> </ol>	<p><b>Class Discussion/ Classroom Activities/ Classroom Participation/ Discussion Board</b></p>
<p><b>How to properly begin the process of fully establishing a successful business.</b></p>	<ol style="list-style-type: none"> <li>1. Manage Cash Flow.</li> <li>2. Create a proper Legal Foundation for a business.</li> <li>3. Differentiate the various forms of business ownership.</li> <li>4. Understand the importance of Copyrights/Trademarks/ Patents.</li> <li>5. The importance/utilization of a Board of Advisors &amp;/or a Board of Directors.</li> </ol>	<p><b>Class Discussion/ Classroom Participation/ Assignments/ Discussion Board/Quiz</b></p>
<p><b>Building the business for continued sustainability.</b></p>	<ol style="list-style-type: none"> <li>1. Develop a Critical Path Chart &amp; discuss Financing Considerations.</li> <li>2. Explain Production Management and Quality Assurance.</li> <li>3. Describe Time Management and Noise Management.</li> <li>4. Identify Funding and Accounting Considerations.</li> </ol>	<p><b>Class Discussion/ Classroom Activities/ Assignments/ Discussion Board</b></p>
<p><b>Leading and managing a business into its next phase of success.</b></p>	<ol style="list-style-type: none"> <li>1. The importance of planning and managing for results.</li> <li>2. Discuss the challenges of</li> </ol>	<p><b>Class Discussion/ Class Team Activities and</b></p>

	<p><b>management &amp; leadership in an entrepreneurial setting.</b></p> <p><b>3. Describe the traits of successful Entrepreneurs and the need for leadership.</b></p> <p><b>4. Identify strategies that accelerate task completion.</b></p>	<p><b>Participation/ Assignments/ Discussion Board</b></p>
<p><b>Issues that create lasting value and adaptability for survival in the future.</b></p>	<p><b>1. Describe the need for a strong &amp; sustainable Financial Foundation.</b></p> <p><b>2. Explain Critical Analysis &amp; the need to measure to successfully manage/lead.</b></p> <p><b>3. Investigate the basics of Buying a Franchise or Business Opportunity.</b></p> <p><b>4. Describe the steps of buying an existing business.</b></p> <p><b>5. Develop fully a vision &amp; mission statement for a business plan.</b></p>	<p><b>Class Discussion/ Classroom Participation/ Quiz/Writing Assignment/ Discussion Board/Final Project Evaluation &amp; Presentation Review</b></p>

### **Professor's General Expectations**

This is a **concentrated program** where we condense 15 weeks into 7 ½ weeks. With this in mind, it is expected that students will:

- Set aside **approximately 10-12 hours** a week for work on this course. That figure allows generous time for readings, written work, projects, on-line discussions and on-campus activities. Your actual time may vary depending on reading speed, number of students in the class or group, personal effort toward the subject, etc.
- Routinely check your **Goodwin e-mail account** and the **Announcements** area on Blackboard for important messages and for communications with classmates.
- Post Discussion Board messages as required by specific course assignments.
- Complete and submit all assignments on time.
- Attend and participate fully in on-campus meetings.
- Abide by the College's Academic Integrity Policy.

### **Course Logistics**

Each semester has two terms, and classes are designed in a hybrid or online format. In term one, the course is segmented into (8) eight sections over a 7 ½ week period.

For online classes, each week's activities begin on Mondays and ends on Sundays at 11:59 p.m.. For Hybrids, activity begins on the day the class is scheduled to meet and ends at 11:59 p.m. on the day before the following weekly meeting. For example, if the class is scheduled to meet on Tuesday, then Tuesday of the first week of class starts the week. All course work for that week must be completely by the following Monday night at 11:59 p.m. unless otherwise specified. In term two, the course is segmented into (8) eight sections over a 7 ½ week period. Each week's activities begin on Wednesday, the first day of the second term, while your first class meeting may not happen until the

following Saturday, Monday or Tuesday. With an abbreviated calendar, it is imperative that students begin activities on Wednesday, the start date of the second term.

- You may expect to have at least one week ahead available to you on the previous Wednesday, however, if you choose to work ahead, please don't expect feedback until after the assignment due date.
- Assignments are submitted electronically through the Grade Book. All assignments count as part of the final grade.
- During the on-campus weeks for blended sections, make sure to complete work that is noted as necessary to be completed prior to the on-campus meeting.

### **General Course Policies**

1. Reading: Students must read all assignments and be prepared for class. All assignments will be considered for assessment material.
2. Cheating: Not allowed. Do your own work. You may be surprised by how much you really know and can demonstrate. Please refer to the academic integrity policy located at [http://www.goodwin.edu/pdfs/Academic Integrity Policy 2010.pdf](http://www.goodwin.edu/pdfs/Academic%20Integrity%20Policy%202010.pdf)
3. Electronics: beepers, cellular phones, radios, etc. are disruptive. Please keep these items off or SILENT during class and don't use them during class. Computers in the class are intended for the course at hand, not for other activities or other classes. Computer activity not associated with the current class will be terminated.
5. Make up assessments: Given by arrangement. They are the responsibility of the student to arrange with the instructor at a mutually convenient time. Make-up assessments must be completed within 7 days of the original assessment date. Final assessments must be completed during finals' week. There is no make-up on missed quizzes. See instructor.
6. Grammar and Spelling: Employment in the business or government workforce requires competent reading and writing skills. Students are required to use proper grammar, spelling, and punctuation. (MS WORD Comes with a free spell checker) ***Assignments with grammar and spelling errors will be graded down 5 points. Assignments that do not meet acceptable standards will be returned without a grade.*** Returned assignments will be considered late. Assignments that are late will be graded down unless first approved by the instructor.
7. Problems: If you need help with studying, reading, writing, note taking skills, or if you have other problems that interfere with your academic work, see the instructor or your advisor. We are here to help.
8. Late assignments will be graded down 10 points if not first discussed this with the instructor. More than a week late, the item will not be accepted albeit with extenuating circumstances.
9. Attitude: **Attitude is everything**. Come prepared to contribute, learn, share your perspectives and teach. It will make all the difference between an exciting semester or just another course for credit.

### **Attendance Policy**

Attendance Policy: For online classes, you are expected to participate in the course discussions. For Hybrid classes, you are expected to attend all class sessions on time. Tardiness or leaving early will be considered a ½ cut. No more than ONE absence is permitted without affecting the participation portion of your grade. Any student experiencing TWO or more absences should immediately contact the instructor or this

may result in a diminished grade due to low class participation. Please follow the class schedule. You are expected to notify the instructor when you will not be present for an examination or presentation.

Class Cancellation Policy: Should the class be canceled please follow the class schedule for assignments and refer to the on-line course Blackboard for further information.

### **Communication**

General questions regarding assignments and other activities should be posted to the **Student Lounge** on the Discussion Board in Blackboard. Students are encouraged to help their classmates by routinely reading and replying to these postings. Personal or sensitive communications, i.e. a question about a quiz item, personal issue, etc. should be handled via email to the instructor (or phone call).

### **Written Work**

- The body of written work assigned for this class should be prepared using **MS Word** and delivered in compliance with APA formatting style. Written work should use the following format:
  - One-inch margins on top, bottom, left and right.
  - Double spaced, 12 pt Times New Roman font
  - The first page/title page, should contain in the middle(centered) the following:
    - Student Name ( John Smith )
    - Assignment Title
    - Course Number & Title
    - Date (i.e., July 12, 2013)
    - Instructor Name: Professor LoPreiato
- Written work should be submitted on-line to the course Grade Book and in hard copy when requested by the instructor.
- **Written assignments not submitted per the outlined guidelines will be downgraded 10 points.**

### **Discussion Board Guidelines**

Post on time. Participate in the discussion during the assigned week.

**For online classes, all initial posts (your first post) should be posted by Thursday at 11:59 p.m. All classmate responses to the Discussion Board postings must be posted by Sunday 11:59 p.m.**

For Hybrid classes, your initial post should be posted by the 4<sup>th</sup> day by 11:59 p.m. and your classmate responses not later than the 7<sup>th</sup> day by 11:59 p.m. For example, If the first day of class is on a Tuesday, you initial post is due by Friday and your responses are due by Monday.

**You may be required to post earlier as directed by the Bb course assignments for a particular week or discussion board.** Late postings are not beneficial to the group and will **not be considered** in the grading process.

- \* Be concise but complete. Initial posts should be thoroughly developed in 200-250 words to adequately articulate your responses to the prompts.
- \* Connect your comments to what you are learning in the course. Integration of required course materials to support your contributions is expected. Additional inclusion of outside references is strongly encouraged. **Note your sources.**
- \* Reply to other students, however, you should post an appropriate comment(s) on at least three (3) classmate's posting for full credit. These exercises should encourage dialogue and an exchange of ideas and confirmations.

- \* Be informative. Go beyond just agreeing or repeating by adding to the conversation.
- \* Bring together or synthesize comments from the discussion.
- \* Illustrate your points with examples.
- \* Relate personal experiences, but be careful not to release confidential information.
- \* Utilize professional conventions of communication (e.g. etiquette, grammar and word usage).
- \* The instructor may not respond to every thread or posting, however, the instructor's role is to facilitate and guide the discussion where necessary as in a classroom. In this environment, adult students bring vast knowledge and experience to the class and this is where it gets demonstrated.

**Grading Policy (hybrid)\***

- 25%** Participation (discussion boards / attendance).
- 25%** Weekly Individual Assignments/ Homework/Written Projects
- 20%** Quizzes
- 30%** Final Project

\*Grading matrix is subject to change depending upon the make-up of the class and integration of group work. Grading will be specified by the instructor at the beginning of the course.

**Course Outline**

Refer to the course Blackboard **Weekly Assignments** tab for a detailed class-by-class breakdown of assignments with dates for the following:

- Lecture/discussion topics; reading and written assignments; dates of quizzes, term papers, tests, midterm exams, final exam, etc., include dates of holidays and no class
- A summary is provided below:

<b>Date</b>	<b>Topic(s) Covered</b>	<b>Assignments/Reading to be completed before class</b>	<b>Assessment Schedule</b>
Wk 1 and 2	What is Entrepreneurship	Chapter 1	Class Participation/ Assignments/ Discussion Board
Wk 3 and 4	Understanding the basics of business  Determine a good idea and opportunity	Chapter 2  Chapter 3	Class Participation/Writing Assignment/ Discussion Board/Quiz
Wk 4 and 5	How do I write a marketing plan  How to put together a business plan	Chapter 4  Chapter 8	Class Participation Assignments/ Discussion Board
Wk 6 and 7	How do I write an operational plan How do I write a management plan	Chapter 6  Chapter 7	Class Participation/ Assignments/ Discussion Board/Quiz

Wk 8 and 9	How do I perform financial analysis  How do I manage change	Chapter 5  Chapter 9	Class Participation/ Writing Assignment/ Discussion Board
Wk 10 and 11	Handling Human Resources  How do I grow my business	Chapter 10  Chapter 11	Class Participation/ Assignments/ Discussion Board/Quiz
Wk 12 and 13	Planning for the future	Chapter 12	Class Participation/ Writing Assignment/ Discussion Board
Wk 14 and 15	Final Group Presentation (hybrid and on-ground classes only)		

### **Peer-Tutoring**

Tutoring services are available in the Learning Resource Center. Any student seeking tutoring assistance should fill out a request form in the Academic Office.

### **E-tutoring**

Tutoring is available online at any time through the Connecticut Distance Learning Consortium. If you would like to use this form of tutoring, contact Ms. Castello-Butler, Assistant Dean of Student Services, in the Academic Office for further information.

### **Writing Center**

Students may receive assistance with writing in any course or academic discipline through the Goodwin College Writing Center. The Writing Center is open on Monday through Thursday from 11:00 AM to 6:00 PM and Fridays from 11:00 AM to 2:00 PM. The Writing Center is located in the Learning Center, Room 209. Appointments are available outside regularly scheduled hours to accommodate students whose work or school schedule do not allow them to attend during regular times. To schedule an appointment or speak with the coordinator of the Writing Center, students may call 860.913.2064, e-mail [writingcenter@goodwin.edu](mailto:writingcenter@goodwin.edu) or send a text message to 860.816.1848.

### **Goodwin University Policies**

This general policy page must be attached to each syllabus as it gives students information about college policies and procedures.

### **Academic Integrity**

The Academic Integrity Code prohibits cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty as well as other forms of fraudulence. It is the students' responsibility to know and observe the requirements of the Goodwin College Code of Academic Integrity. The entire policy is located in the Academic Dean's Office.

### **Special Needs/Disabilities**

Students with documented disabilities are eligible to receive accommodations as mandated by the Americans with Disabilities Act. Students may request accommodations by contacting the Disabilities Coordinator, Joe Cary. Mr. Cary's office is located in the Academic Advising Suite.

### **Incompletes**

Satisfactory progress is computed for all courses taken for credit. An incomplete is a temporary grade assigned by the faculty member. Course Incompletes are counted as credit hours attempted but not earned. Generally, if a student receives an "Incomplete," (s)he has two (2) weeks from the end of the course to complete all course requirements in order to receive a grade for that course. If requirements are not met, the incomplete will be converted to an "F". Academic standing will be recomputed after the "INC" is replaced with a grade. In both cases the final grade will then be included in calculating the student's GPA and count as credits attempted. In cases where the Incomplete has been issued for a pre-requisite course, the student may not be allowed to move on to the higher level course if the Incomplete has not been replaced with a satisfactory grade.

### **Withdrawals and Leaves**

Students may officially drop this course by the end of the second week. The dropped course will not appear on the transcript, will not count as credits attempted, and will not count in the GPA. Students may officially withdraw from this course by the end of the 5<sup>th</sup> week, if it is a 7 ½ week course, and by the end of the 13<sup>th</sup> week, if it is a 15 week course. The course will appear on the transcript, will count as credits attempted, but will not affect the GPA. Official course withdrawal forms are located in the Academic Advising Office. Students needing to Withdraw from the college or take a Leave of Absence must fill out official paperwork in the Registrar's Office located in the Academic Office. All such requests must be signed by the student as well as a representative of the Registrar's Office and a Financial Aid Officer.

### **Technology Policy**

Access to all computer systems, networks and electronic devices owned by Goodwin College imposes certain responsibilities and obligations to all faculty, staff and students. The college's technology policy outlines the acceptable usage for all computers and peripherals, network resources, telephones and all other electronic devices owned and maintained by Goodwin College. Users failing to adhere to this policy may face disciplinary actions by Goodwin College and/or local and federal law enforcement agencies. The complete technology policy is located on the Goodwin website [www.goodwin.edu](http://www.goodwin.edu) and in the student handbook.

### **School Closings**

Unscheduled school closings, late openings, and early dismissals due to inclement weather or unforeseen circumstances will be announced on the following stations no later than 6:30 am for day classes and 3 pm for evening classes.

WTIC	96.5 FM	Channel 3	WFSB-TV
WTIC	1080 AM	Channel 30	WVIT-TV
WRCH	100.5 FM	Channel 8	WTNH-TV
WZMX	93.7 FM		

Students may also access school closing information by calling **860 528-4111** or by checking the College website ([www.goodwin.edu](http://www.goodwin.edu))

### **How to Access Grades and Unofficial Transcripts**

Grades and unofficial transcripts are available on the Goodwin website ([www.goodwin.edu](http://www.goodwin.edu)). Semester course grades will be posted on the intranet within three days of the semester end date.

**Registration for next semester**

The Official Registration Period for the subsequent semester is Week 10 of the current semester. Students must complete all registration activities by the end of the 10<sup>th</sup> week of the semester to avoid the late registration fee which is \$100.00. Information concerning registration is available at both the Academic Office and the Academic Advising Office.

**This course adheres to all policies outlined in the Goodwin University catalog. For further information, see Academic Regulations as stated in the catalog.**

The following rubrics provide a guide concerning the quality of work expected in the various types of assignments, i.e. written work, discussion boards, final project and PowerPoint (Breeze) presentations.

## Rubric for Grading Writing Assignments

G R A D E	<b>ORGANIZATION</b>  <i>Focus, logical arrangement of ideas, paragraph structure, following directions</i>	<b>DEVELOPMENT</b>  <i>Overall effect of the discussion, examples and evidence that develop the main points</i>	<b>STANDARD ENGLISH CONVENTIONS</b>  <i>Sentence structure, grammar, vocabulary, word usage, mechanics (spelling, capitalization, punctuation, proper citations)</i>
<b>A</b>	<p style="text-align: center;"><b><u>Exemplary Organization</u></b></p> <ul style="list-style-type: none"> <li>▪ Strategically placed topic sentence</li> <li>▪ Clear and logical order</li> <li>▪ Strong introductory paragraph, supporting paragraphs and concluding paragraph</li> <li>▪ Sophisticated transition within and between sentences, ideas and paragraphs</li> </ul>	<p style="text-align: center;"><b><u>Exemplary Development</u></b></p> <ul style="list-style-type: none"> <li>▪ Sophisticated development of the topic; details provide ample support of main ideas and are accurate, relevant and enlightening</li> <li>▪ Well executed progression of ideas</li> <li>▪ Strong use of examples, evidence or relevant details</li> </ul>	<p style="text-align: center;"><b><u>Exemplary English Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Sophisticated with complete sentences and no run-ons</li> <li>▪ Minor errors in punctuation, capitalization, grammar (agreement, number, tense) and spelling</li> <li>▪ Needs little or no editing</li> </ul>
<b>B</b>	<p style="text-align: center;"><b><u>Effective Organization</u></b></p> <ul style="list-style-type: none"> <li>▪ Effectively placed topic sentence</li> <li>▪ Clear and logical order</li> <li>▪ Introductory paragraph, supporting paragraphs and concluding paragraph</li> <li>▪ Purposeful transition within and between sentences, ideas and paragraphs</li> </ul>	<p style="text-align: center;"><b><u>Effective Development</u></b></p> <ul style="list-style-type: none"> <li>▪ Appropriate development of the topic; details provide adequate support of main ideas and are accurate and clearly defined</li> <li>▪ Clear progression of ideas</li> <li>▪ Clear use of examples, evidence or relevant details</li> </ul>	<p style="text-align: center;"><b><u>Effective English Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Complete and correct sentences with a few minor run-ons</li> <li>▪ Few errors in punctuation, capitalization, grammar (agreement, number, tense) and spelling</li> <li>▪ Needs very minor editing</li> </ul>
<b>C</b>	<p style="text-align: center;"><b><u>Adequate Organization</u></b></p> <ul style="list-style-type: none"> <li>▪ Clearly stated topic sentence</li> <li>▪ Evidence of a logical order</li> <li>▪ Introductory paragraph, supporting paragraphs and concluding paragraph</li> <li>▪ Appropriate transition within and between sentences, ideas and paragraphs</li> </ul>	<p style="text-align: center;"><b><u>Adequate Development</u></b></p> <ul style="list-style-type: none"> <li>▪ Sufficient development of the topic;</li> <li>▪ Some progression of ideas</li> <li>▪ Sufficient use of examples, evidence and/or relevant details though somewhat sketchy or general. More support would strengthen ideas</li> </ul>	<p style="text-align: center;"><b><u>Adequate English Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Mostly complete and correct sentences with several run-ons</li> <li>▪ Some errors in punctuation, capitalization, grammar (agreement, number, tense) and spelling</li> <li>▪ Needs editing but doesn't impede readability</li> </ul>
<b>D</b>	<p style="text-align: center;"><b><u>Limited Organization</u></b></p> <ul style="list-style-type: none"> <li>▪ Poorly stated topic sentence</li> <li>▪ Some evidence of organization</li> <li>▪ Introductory paragraph and concluding paragraph with limited supporting paragraphs</li> <li>▪ Repetitive use of transition</li> </ul>	<p style="text-align: center;"><b><u>Limited Development</u></b></p> <ul style="list-style-type: none"> <li>▪ Limited development of the topic; details are general, limited and unclear</li> <li>▪ Limited progression of ideas</li> <li>▪ Limited use of examples or evidence</li> </ul>	<p style="text-align: center;"><b><u>Limited English Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Significant errors in sentence structure with regular run-ons</li> <li>▪ Frequent errors in punctuation, capitalization, grammar (agreement, number, tense) and spelling</li> <li>▪ Needs editing – begins to impede readability</li> </ul>
<b>F</b>	<p style="text-align: center;"><b><u>Beginning Organization</u></b></p> <ul style="list-style-type: none"> <li>▪ Lacks stated topic</li> <li>▪ No logical pattern; difficult to follow</li> <li>▪ Inadequate paragraphing</li> <li>▪ Little or no transition</li> </ul>	<p style="text-align: center;"><b><u>Beginning Development</u></b></p> <ul style="list-style-type: none"> <li>▪ Little or no development</li> <li>▪ Unclear or no focus</li> <li>▪ Few or no examples, evidence and/or relevant details</li> </ul>	<p style="text-align: center;"><b><u>Beginning English Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Contains numerous fragments and/or run on sentences</li> <li>▪ Serious and consistent errors in punctuation, capitalization, grammar (agreement, number, tense) and spelling</li> <li>▪ Needs extensive editing – impedes understanding/communication</li> </ul>

## Discussion Rubric

Equal Weight (33.3%)	Mastery (90-100%) (Mastery assumes work at a Proficient level--- plus)	Proficient (80-89%)	Developing (70-79%)
<b>Focus</b>	Posts are relevant to the ideas in the course, original, informative and concise—stimulate further discussion.	Posts relevant comments that adequately provoke discussion.	Posts comments that are somewhat relevant and thought provoking.
<b>Responses</b>	Acknowledges and synthesizes other students' posts with replies that add to the richness of the discussion.	Acknowledges another student's post with a reply that adds to the discussion.	Responds to another student's post in a limited way such as with an agreement only.
<b>Mechanics</b>	<p>Posts from the beginning and throughout the duration of the discussion.</p> <p>Uses an appropriate subject heading.</p> <p>Posts comments with no errors in grammar, punctuation and spelling.</p> <p>Properly cites information sources used.</p> <p>Integrates sources outside of the required course materials.</p>	<p>Posts on the days required.</p> <p>Uses an appropriate subject heading.</p> <p>Posts with few errors in grammar, punctuation and spelling.</p> <p>Cites/ references information sources used with few errors.</p>	<p>Posts late --- close to the end of the class week.</p> <p>Posts with some errors in grammar, punctuation and spelling that may interfere with the communication of the message.</p> <p>Fails to cite information sources used.</p>

## Final Project Research/Writing Rubric

Weight	Mastery (90-100%) (Mastery assumes work at a Proficient level--- plus)	Proficient (80-89%)	Developing (70-79%)
<b>Includes title page, table of contents and executive summary(ES)</b>  <b>15 Points</b>	Provides a well-defined, and properly formatted title page, TOC and a focused, well supported Executive summary.	- Provides title page, TOC and ES with minimal formatting	Does not provide title page, TOC not ES.
<b>Organization, spelling, grammar</b>  <b>20 Points</b>	Chooses information that is essential and relevant to the research problem.  Information adds to the knowledge base for the study of performance management.  Minimal spelling errors – less than 5	- Demonstrates unified, organized structure with headings, etc. - Proper use of grammar, spelling, word choice, etc. with few errors. - Good use of paragraphing and transitional devices throughout. - Moderate spelling errors more than 5 less than 10.	Sources and practices are underdeveloped.  More than 10 spelling errors
<b>Observations, Synthesis, Analysis.</b>  <b>20 Points</b>	Thoroughly describes the information gathered from the sources including: strategic processes, job analysis, job description, communication plan, performance appraisal form and process, and employee development plan. Integrates additional readings into text.	- Satisfactorily describes information from sources and relates them to the project, examples, etc.  - Demonstrates depth in understanding of concepts and themes  - Clear links to the literature	Observations are underdeveloped.
<b>Key Elements of the Business Plan</b>  <b>30 Points</b>	Thoroughly understands each element of the business plan. Articulates each element relative to selected business in a comprehensive manner	- Adequately discusses each element of the business plan. Articulates each element relative to selected business in a general manner  -	Elements of the business plan are underdeveloped.
<b>APA formatting, citations, and references</b>  <b>15 Points</b>	Information from sources is paraphrased and cited using APA in text style/format.  Provides references in accepted APA format. There are no errors.	- Proper use of basic APA style. There are few documentation errors. - (See “Rubric for Written Assignments” for language and writing expectations)	Documentation is underdeveloped.

## Final Project PowerPoint Oral Presentation Assessment

*This assessment is for Hybrid and On-Ground class only*

Weight	Mastery (90% to 100%)	Target (80% to 89%)	Developing (70% to 79%)
<p><b>Clarity, Focus, Credibility, Analysis &amp; Integration of Content</b></p> <p><b>50 points</b></p>	<p>Presents a cohesive outline and idea and utilizes format to increase clarity and understanding.</p> <p>Each slide supports a specific idea, presentation enhancements add to the focus and transitions between each visual are provided.</p> <p>Each chart, if used, uses evidence to support a point and includes documentation where needed.</p> <p>Indentation, line breaks and language are used appropriately.</p> <p>All sources and citations are presented in an enhanced format for audience understanding.</p>	<ul style="list-style-type: none"> <li>- Presents outline and main idea or agenda; summary of issue.</li> <li>- Each slide supports a specific idea. Each chart, if used, uses evidence to support a point.</li> <li>- Clear links to literature. Specific examples from literature (quotes, etc).</li> <li>- Utilizes conceptual frame or lens appropriately.</li> <li>- All sources and citations are presented in an accepted format.</li> </ul>	<p>Presents ideas that may be confusing or may not be clearly focused.</p> <p>There may be a lack of continuity or focus to the individual slides.</p> <p>When charts are used, they are unclear and do not support major points clearly.</p> <p>There are no sources or citations presented, or they are limited in clarity and presentation.</p>
<p><b>Presentation Design</b></p> <p><b>50 points</b></p>	<p>Typeface used is clear, large and readable yet unique enough to add to the audience’s understanding.</p> <p>Letter “junk” is non-existent but letter enhancements add to clarity.</p> <p>Charts utilize enhancements that add to the clarity of the idea and interest in the presentation.</p> <p>Clip art is used appropriately and is relevant to performance management.</p> <p>Presentation enlarges the audience’s understanding of the paper proposing the implementation of a performance management system.</p> <p>No errors in grammar, punctuation and spelling.</p>	<ul style="list-style-type: none"> <li>- Clear, easy to read typeface used. Superfluous letter junk (e.g. shadow boxes) is avoided if it does not add to the presentation’s clarity.</li> <li>- Charts are clear and easy to read and are not filled with excessive data or extraneous elements that do not add to the message. Clip art, if used, is relevant.</li> <li>- Presentation supports the audience’s understanding of the paper proposing the implementation of a performance management system.</li> <li>- Few errors in grammar, punctuation and spelling.</li> </ul>	<p>Typeface used is distracting or not easy to read.</p> <p>Letter enhancements are added but are confusing and do not help the clarity of the presentation.</p> <p>Charts are confusing or filled with too much information or “junk” inhibiting understanding of the data.</p> <p>Clip art is irrelevant and confusing.</p> <p>Presentation does not adequately support the paper proposing the implementation of a performance management system.</p> <p>Some errors in grammar, punctuation and spelling.</p>