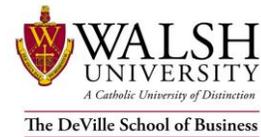


ECON 205 (3 Credit Hours)
INTRODUCTION TO ECONOMICS
DEGREE COMPLETION PROGRAM



Professor:
Office:
Office Hours:
E-mail:
Telephone:

Course Description

The course introduces student to those principles essential to an understanding of fundamental economic problems and the alternative policies society may use to contend with these problems. The overall emphasis is on developing the student's ability to reason accurately and objectively about economic matters and to arouse a lasting interest in economics.

Course Prerequisites: None

Course Level: ???

Faculty Developer: Patricia E. Berg, M.B.A. **Email:** pberg@walsh.edu

Course Materials and Resources, including Technology Tools Required

Textbook: *Economics Today, 18th ed.* (2016). Miller, R. Pearson. ISBN 978-0-13-3882285.

Suggested Resources: *The Wall Street Journal, The Economist*

NOTES REGARDING ASSIGNMENTS AND WORKLOAD

This course typically meets once a week, for 4 hours each time, for eight weeks. The highly accelerated pace requires students to take a great deal of responsibility for their own learning outcomes. While in class, students are expected to actively participate in discussion and group activities. Outside of class, students are expected to do a minimum of 10 to 12 hours per week of study, homework assignments and/or projects.

Learning Outcomes

STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes (ISLOs): Not applicable

Program Student Learning Outcomes (PSLOs): Not applicable

Major Student Learning Outcomes (MSLOs): Not applicable

Course Student Learning Outcomes (CSLOs):

1. Students understand the nature and methods of economics, the economizing problem.
2. Students can articulate why economic knowledge is crucial to business success.
3. Students understand the U.S. economy in the global marketplace.

Topic Student Learning Outcomes (TSLOs):

1. Students understand the importance of demand and supply in a market economy.
2. Students understand capitalism, the market system, and the U.S. in a global economy.
3. Students can analyze demand and supply, elasticity, and the costs of production.
4. Students understand the four economic markets, their contributions, and the pros and cons of each market structure.
5. Students understand the theory of demand for resources and its application.
6. Students understand the causes of unemployment and inflation and the recommended remedies for each.
7. Students understand money and the banking system.
8. Students understand the economic problems of the less developed countries.
9. Students understand international trade and the role of the exchange rate.

General Education Student Learning Outcomes (GESLOs):

1. Competency in thinking critically and creatively about the problems and challenges of our times, especially their moral and ethical dimensions (Outcome IV).
2. Competency in applying the program's definition of diversity in addressing the problems and challenges of our times (Outcome V).

Background/Rationale: To be successful in today's global economy, students must understand and be able to apply the theories, concepts and principles of economics in a domestic and global environment, including issues, challenges and opportunities.

Activities: Activities may include, but are not limited to, written assignments, discussions, video analysis, outside readings, guest speakers.

Assessments and Rubrics: written assignments, exams.

Incorporation of Themes:

1. Ethical, Social, and Moral Responsibility
2. Global Perspective
3. Systems and Sustainability

This course incorporates the three themes of "Global Perspective, Systems and Sustainability, and Responsibility." Students develop a global perspective as they develop an understanding and appreciation of the types of market structures of organizations, their advantages and disadvantages, and the degrees of predominance in different countries. The theme of systems and sustainability is reflected in the interconnectedness of the economies of countries operating in a global marketplace, even at the microeconomic level. Additionally, issues of social and ethical responsibility are incorporated through the topics of resource allocation, supply, and demand.

Assignments and Evaluation

Exams: Exams will be closed book, in class, and may include multiple choice questions, true and false questions, short answer and essay questions.

Critical Analysis Paper and Presentation: Students will prepare a paper which critically analyzes how the current state of the U.S. economy is impacting business growth. This is a research paper that utilizes APA 6th edition (Title page, header, in text citations and reference page). In this paper, students will:

1. Identify current problems/issues within the current state of the U.S. economy
2. Gather information and data that reflect the current state of the U.S. economy
3. Analyze the information gathered in #2
4. In your analysis, consider various perspectives including small business owners, large corporations and consumers
5. Discuss how diversity has impacted the U.S. economy (Categories include age, race, gender, social class, sexual orientations, ethnicity, relations, and ability/disability, etc.)
6. Draw appropriate conclusions
7. Discuss implications for small business owners, large corporations and consumers

***Note: This assignment must not be altered in any way as it meets the Gen Ed requirement for Gen Ed Outcome IV: Competency in thinking critically and creatively about the problems and challenges of our times, especially their moral and ethical dimensions.; and Gen Ed Outcome V: Competency in applying the program's definition of diversity in addressing the problems and challenges of our times. This assignment may be required to be submitted to TaskStream at the end of the semester or submitted in another form for Gen Ed evaluation.**

Students will give a 10-15-minute oral presentation on their paper after the final exam during the last session.

Homework: Complete the assigned chapter questions prior to each WEEK. They will be assigned and discussed in class and /or graded during each.

A grade will be assigned based upon achievement of points within one of the following ranges:

Description	Points
Exam #1 Chapters 1-6; 19-20	100 points
Exam #2 Chapters 21-26, 28-29	100 points
Exam #3 Chapters 7-8; 14-15; 30; 32-33	100 points
Critical Analysis Paper / Presentation	150 points
WEEK One Assignment	50 points
Chapter Homework Assignments	100 points
Total	600 points

Grade
A (93% to 100%)
A- (90% to 92%)
B+ (87% to 89%)
B (83% to 86%)
B- (80% to 82%)
C+ (77% to 79%)
C (73% to 76%)
C- (70% to 72%)
D+ (67% to 69%)
D (63% to 66%)
D- (60% to 62%)
F (59% and below)

Walsh University Policies

Incomplete Grade

Traditional Classroom Modality (Undergraduate)

An Incomplete Grade Form must be completed by the faculty member and student and submitted to the Office of the Registrar. If a course has not been completed because of illness or some other extenuating reason, an incomplete grade (“IN”) may be assigned by the faculty member. To have this “IN” grade removed, the student must satisfy all course requirements by the end of the following semester. Any course not completed by this time will result in the “IN” being converted to an “F.” No student will be allowed to graduate with “IN” on the official transcript.

In Progress Grade

An “IP” grade is issued when the nature of the course requires ongoing work that cannot be completed in the semester in which the student was enrolled in the course. Typical courses for which an “IP” grade is an option include independent studies, field work/clinical experience courses, project courses, self-directed study and similar courses of an unstructured nature. Course work for an “IP” grade will be completed within one calendar year following the semester in which the “IP” grade was issued. When the course work is completed, the instructor of record will issue a revised grade converting the “IP” to the appropriate letter grade. In cases where one year is not sufficient to complete the course work for reasons deemed valid by the instructor, the student may appeal to the program director for an extension. If “IP” course work is not completed and/or an extension has not been approved, the “IP” grade will convert to a letter grade of “F”.

Disability Statement

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. However, please be advised that it is your responsibility to arrange accommodations and failure to do so in a timely manner may have a negative impact on your academic success.

If you feel that you may need an accommodation based on the impact of a disability, please contact Meredith Soduk, Director of Accessibility Services, at 330-490-7529 or msoduk@walsh.edu to begin delivery of services as soon as possible. Once your eligibility for services is determined, your instructors will be provided a letter which will outline your accommodations. If you believe you may have a disability and would like to learn more about disability-related services, please contact the Office of Accessibility Services, located in Farrell Hall 209, immediately.

Academic Dishonesty

Academic integrity lies at the heart of student–teacher relationships involving learning, free inquiry, and the search for knowledge and truth. Inspired by the spirit of the Judeo-Christian tradition expressed in the University’s mission statement, Walsh University requires all faculty and students to act honestly, morally, and ethically in the maintenance of professional standards for learning, research, writing, and assessment. To maintain the academic integrity of the University, students are responsible for their own academic work. Academic dishonesty is not acceptable. See the Walsh University Undergraduate and Graduate Catalogs, “Academic Integrity Policy and Procedures,” for a full description of procedures.

Classroom Attendance/Participation

Traditional Classroom Modality (Undergraduate)

Attendance at all classes and laboratories is expected of all students. Exceptions may occur as described below.

Students are excused from regular lectures and laboratories for approved, university-sponsored activities such as intercollegiate athletic competitions and special events (field trips, e.g.) approved by the academic vice president. Students who are excused from a particular class are responsible for notifying the instructor in advance of the absence, for making arrangements to complete any learning activities occurring during their absence, and for completing that work within the agreed time.

Excuse from class for reasons other than university-sponsored activities is determined by individual instructors according to the policies of their division. Students are responsible for knowing an instructor's attendance policy, as stated in the course syllabus. After careful thought, after one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after nine cumulative hours of unexcused absence. The student will receive only one warning.

In case of foreseen and extended absences, a student should assume responsibility to inform instructors, gather assignments, and make suitable arrangements to make up work. For unforeseen absences, the student should contact instructors as soon as possible and determine whether it is possible to make up the work, whether withdrawal is the best option, or whether an Incomplete might be arranged. Except for officially excused absences, instructors are not required to permit make-ups. If coursework is time-restricted or requires participation with others, equivalent learning activities cannot be substituted. All make-up for exams or labs must be at the instructor's convenience. Each course syllabus should provide attendance/absence/make-up policies.

Attendance is mandatory for all sessions of DeVille School of Business courses delivered through the School for Professional Studies. See the SPS Student Handbook for details.

DeVile School of Business (DSoB) Policies

Code of Conduct. The mission of the DSoB is to “prepare our graduates to be leaders in service to others through a relevant, global, and integrated business curriculum within a Catholic, practitioner-oriented teaching institution.” The DSoB expects everyone to conduct themselves in a manner commensurate with the highest of professional standards. We represent the DSoB in a variety of different capacities, both in and out of the classroom, including class attendance, involvement in student organizations, field trips, and events on and off campus. In those capacities, our conduct will reflect the following behaviors and characteristics when representing the DSoB:

<i>Service</i>	Advance a culture of leadership in service to others.
<i>Courtesy and Mutual Respect</i>	Treat students, faculty, staff, and others with courtesy and mutual respect, while refraining from disruptive behavior.
<i>Honesty</i>	Act honestly, morally, and ethically in upholding the highest professional standards for learning, research, and writing.
<i>Integrity</i>	Safeguard academic freedom, be receptive of diverse perspectives, uphold the DSoB code of ethics, and engage in civil discourse in the pursuit of education, enrichment, and personal and professional development.
<i>Engagement</i>	Be attentive and actively engaged in class and at events.
<i>Professionalism</i>	Act professionally and, when appropriate, dress professionally reflecting that of the work environment.

Timeliness| Arrive on time to class and events.

Diversity| Respect the diversity of individuals, ideas, cultures, strengths, and experiences and the value it adds to the DSoB.

Faculty, staff, and students may confidentially refer any conduct that negatively impacts the normal pursuit of academic, administrative, or extracurricular activities, or that violates any University policies or rules while representing the DSoB, to the Dean of the DSoB to determine if further action is required.

-Approved by the DSoB Faculty October 25, 2016

ACADEMIC INTEGRITY

The DeVille School of Business subscribes to the “Academic Integrity Policies and Procedures” published in the most recent edition of the Walsh University Undergraduate Catalog. The policy states, “The faculty member has the primary responsibility in determining the severity of the impact on a student’s grade in a course.” DSoB faculty have responsibility for informing students of the consequence imposed for a breach in the policy. The course instructor will provide in writing the consequences imposed for violations of academic integrity at the first class meeting.

Plagiarism is a serious offense against academic integrity and honesty. It entails benefitting directly from someone else’s ideas without giving due credit and is the unacknowledged use of someone else’s published or unpublished writing or ideas. There are many kinds of plagiarism:

- a. Handing in a paper written by someone else*
- b. Copying directly from sources without using quotation marks*
- c. Using someone else’s sequence of ideas, arrangement of material, or pattern of thought*
- d. Inadequately paraphrasing a source by changing only slightly the author’s word choice and sentence structure, instead of completely rephrasing the ideas/ideas in your own words*
- e. Plagiarizing your own work by handing in a paper you have already submitted in one course as an original work for another course (this is generally not acceptable without the full knowledge and consent of all faculty members involved)*
- f. Failing to document a direct quote, a paraphrase, a summary, or a chart or graph, both in the body of the paper [an in-text citation] and in the “References” or “Works Cited”*

ELECTRONIC DEVICES

Unless otherwise permitted by the instructor, cell phones and other electronic devices are to be turned off and placed out of site during examinations. A violation will result in a grade of “F” on the exam.

LATE WORK POLICY

The DSoB is committed to developing the behaviors required for success in that workplace and expects that assignments and other work will be submitted as requested. Instructors are encouraged to establish their own policy on the unacceptability and/or consequences of late submission of student work. The course instructor will provide in writing his/her policy for accepting late work at the first class meeting.

WRITING POLICY

DeVile School of Business Writing Policy:

A minimum of twenty-five (25%) percent of the grade on ALL written assignments is based on the writing skills evidenced in the writing assignment. Those skills are evaluated using the written report evaluation criteria (DSoB Writing Rubric) available from the School of Business.

A student scoring lower than 16.5/24 on the DSoB Writing Rubric (*14/24 in 100- and 200- level BUS courses*) will not have their work graded for quality, and the student will be required to remediate his/her work by getting writing tutoring provided by the Academic Support Center at Walsh University which is available in person or by electronic means.

A specific plan of action may be determined by the course instructor in consultation with the Academic Support Center. A specific plan of action may include, but is not limited to: requiring a student to attend writing tutoring sessions prior to each subsequent assignment in the course; requiring students to submit multiple drafts of a paper; and/or requiring a student to attend multiple writing tutoring sessions. Any assignment that is remediated will be graded for content quality upon resubmission, however in fairness to those who submit acceptable work when it is due, the written quality grade will remain as it was upon first submission.”

Format:

Term Papers: Term papers submitted for School of Business courses will conform to APA writing guidelines. The format is published in the Manual of the American Psychological Association (current edition) and it also available at the following site: <http://owl.english.purdue.edu/owl/resource/560/01/>.

Approved: January 29, 2003; Revised Spring 2009; Revised April, 2015)

STUDENT DRESS

DSoB students are expected to dress appropriately when representing Walsh University and the DSoB. Business casual apparel is the minimum standard when engaging with business or other professionals on campus, in the classroom or in the community. When circumstances warrant, business professional apparel is expected. Classroom instructors, student organization advisors or event leaders will establish the appropriate standard (business casual or business professional) for specific events and engagements.

COURSE OUTLINE

Module	Topics	Assignments Due
Module 1	<p>Course Introduction</p> <p>Chapter 1 The Nature of Economics</p> <p>Chapter 2 Scarcity and the World of Trade-Offs</p> <p>Chapter 3 Demand and Supply</p> <p>Chapter 4 Extensions of Demand and Supply Analysis</p>	<p>Read: Chapters 1-4</p> <p>Due: WEEK One Assignment is collected and graded: Ch. 1 questions 1-1, 1-3, Ch. 2 questions 2-1, 2-9 Ch. 3 questions 3-1, 3-6, 3-7 Ch. 4 questions 4-5, 4-6</p>
Module 2	<p>Chapter 5 Public Spending and Public Choice</p> <p>Chapter 6 Funding the Public Sector</p> <p>Chapter 19 Demand and Supply Elasticity</p> <p>Chapter 20 Consumer Choice</p>	<p>Read: Chapters 5-6 Chapters 19-20</p> <p>Due: Ch. 5 Hwrk questions / Class Discussion Ch. 6 Hwrk questions / Class Discussion Ch. 19 Hwrk questions / Class Discussion Ch. 20 Hwrk questions / Class Discussion</p>
Module 3	<p>Chapter 21 Rents, Profits, and the Financial Environment of Business</p> <p>Chapter 22 The Firm: Cost and Output Determination</p>	<p>Exam #1 In Class/Online (Chapters 1-6; 19-20)</p> <p>Read: Chapters 21-22</p> <p>Due: Ch. 21 Hwrk questions / Class Discussion Ch. 22 Hwrk questions / Class Discussion</p>
Module 4	<p>Chapter 23 Perfect Competition</p> <p>Chapter 24 Monopoly</p> <p>Chapter 25 Monopolistic Competition</p> <p>Chapter 26 Oligopoly and Strategic Behavior</p>	<p>Read: Chapters 23-26</p> <p>Due: Ch. 23 Hwrk questions / Class Discussion Ch. 24 Hwrk questions / Class Discussion Ch. 25 Hwrk questions / Class Discussion Ch. 26 Hwrk questions / Class Discussion</p>

Module 5	<p>Chapter 28 The Labor Market: Demand, Supply, and Outsourcing</p> <p>Chapter 29 Unions and Labor Market Monopoly Power</p> <p>Chapter 30 Income, Poverty, and Health Care</p> <p>Chapter 7 The Macro-economy: Unemployment, Inflation, and Deflation</p>	<p>Due: Ch. 28 Hwrk questions / Class Discussion Ch. 29 Hwrk questions / Class Discussion Ch. 30 Hwrk questions / Class Discussion Ch. 7 Hwrk questions / Class Discussion</p>
Module 6	<p>Chapter 8 Measuring the Economy's Performance</p> <p>Chapter 14 Deficit Spending and the Public Debt</p>	<p>Exam #2 (Chapters 21-26; 28, 29)</p> <p>Read: Chapters 8-14</p> <p>Due: Ch. 8 Hwrk questions / Class Discussion Ch. 14 Hwrk questions / Class Discussion</p>
Module 7	<p>Chapter 15 Money, Banking, and Central Banking</p> <p>Chapter 32 Comparative Advantage and the Open Economy</p> <p>Chapter 33 Exchange Rates and the Balance of Payments</p>	<p>Read: Chapter 15 Chapters 32-33</p> <p>Ch. 15 Hwrk questions / Class Discussion Ch. 32 Hwrk questions / Class Discussion Ch. 33 Hwrk questions / Class Discussion</p>
Module 8	Oral Presentations	<p>Exam #3 In Class/Online Chapters 7-8; 14-15; 30; 32-33</p> <p>Due: Take Exam #3 Submit Critical Analysis Paper Give Oral Presentations</p>

ECON 205 Critical Analysis Paper Content Rubric

Criterion	0 Not Acceptable	1 Needs Improvement	2 Satisfactory	3 Exemplary	Score 0-3
Identify current problems/issues within the current state of the U.S. economy	Did not identify problems or issues within the current state of the U.S. economy.	Identified one problem within the current state of the U.S. economy.	Identified 1-2 problems within the current state of the U.S. economy.	Identified 3-4 problems within the current state of the U.S. economy.	
Gather and analyze information and data that reflect the current state of the U.S. economy	Did not gather and analyze information and data that reflect the current state of the U.S. economy	Gathered some information and data that reflect the current state of the U.S. economy but did not analyze	Gathered some information and data that reflect the current state of the U.S. economy but analysis is weak.	Gathered information and data that reflect the current state of the U.S. economy and analysis was solid.	
Considered various perspectives including small business owners, large corporations and consumers	Did not consider various perspectives including small business owners, large corporations and consumers	Considered some perspectives but did not include small business owners, large corporations and consumers	Considered some perspectives including small business owners, large corporations and consumers but discussion lacks critical thinking	Considered various perspectives including small business owners, large corporations and consumers and discussion includes critical thinking	
Discuss how diversity has impacted the U.S. economy	Did not discuss how diversity has impacted the U.S. economy	Discussion of how diversity has impacted the U.S. economy is weak.	Discussion of how diversity has impacted the U.S. economy is present but lacks critical thinking.	Discussion of how diversity has impacted the U.S. economy is in depth and includes critical thinking.	
Draw appropriate conclusions Discuss implications for small business owners, large corporations and consumers	Did not draw conclusions nor discuss implications.	Drew appropriate conclusions but discussion of implications for small business owners, large corporations and consumers is weak.	Drew appropriate conclusions and discussion of implications for small business owners, large corporations and consumers is solid but lacks critical thinking.	Drew appropriate conclusions and discussion of implications for small business owners, large corporations and consumers is in depth and includes critical thinking.	
Total Score					

APPENDIX

- A. DeVille School of Business Program Student Learning Outcomes
- B. DeVille School of Business Oral Presentation Rubric: Exit Expectations
- C. DeVille School of Business Writing Rubric: Exit Expectations
- D. DeVille School of Business Report Format Template



THE DeVILLE SCHOOL OF BUSINESS

UNDERGRADUATE PROGRAM

STUDENT LEARNING OUTCOMES

1. Graduates communicate effectively.
2. Graduates think critically and solve problems supporting their decisions with appropriate analytical and quantitative techniques.
3. Graduates demonstrate effective decision-making that incorporates the tenets of ethics and cultural awareness.
4. Graduates demonstrate the personal and professional knowledge, interpersonal skills and cross-cultural competencies to function effectively in a global environment.
5. Graduates demonstrate leadership in service to others.
6. Graduates demonstrate knowledge in a specialized area of business.

DeVile School of Business
Oral Presentation Rubric: Exit Expectations

Criterion	0 Not Acceptable	1 Needs Improvement	2 Satisfactory	3 Exemplary	Score* 0-3
Organization and Coherence	Unorganized and incoherent.	The presentation is weak in organization and/or coherence. The audience cannot identify a line of reasoning.	The presentation is generally organized and coherent. The audience can mostly follow the line of reasoning.	The presentation is well organized and coherent throughout. The audience can follow the line of reasoning.	
Flow (smooth transitions from point to point and slide to slide, where applicable)	Fragmented.	With few exceptions, flow is generally disjointed.	Flow supports delivery of the message.	Flow is supportive and seamless.	
Non-Verbal (eye contact, gestures, movement, posture)	Lacking in all attributes.	Needs improvement (circle): eye contact, gestures, movement, posture.	Generally acceptable in all areas with minor lapses.	Exceptional in all areas.	
Verbal Crutches (use of ah, um, uh, you know, etc.)	Inarticulate.	Frequent use of verbal crutches.	Generally fluent with minor lapses.	Fluent throughout.	
Appearance	No attention to appearance.	Inappropriate appearance.	Generally professional in appearance.	Professional appearance.	
Demeanor (Professional conduct)	No attention to demeanor.	Inappropriate demeanor.	Generally professional in demeanor.	Professional demeanor. Exudes confidence and poise throughout.	
Length	> +/- 2 minutes	+/- 2 minutes	+/- 1 minute	Used allotted time.	
Visual Appeal/Satisfaction (originality, creativity, charts, graphs)	Ineffective or inappropriate.	Lacks variety, originality, boring. Graphics do not support the message.	Supports the message and engages audience but does little to enhance the presentation.	Exceptional in originality and/or creativity. Graphics enhance and reinforce the message.	
*Score may be recorded in decimals or fractions.				Total Score	

DeVile School of Business
Writing Rubric: Exit Expectations

Criterion	0 Not Acceptable	1 Needs Improvement	2 Satisfactory	3 Exemplary	Score* 0-3
Organization and Coherence	Unorganized and incoherent.	The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.	The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.	The paper is well organized and coherent throughout. The reader can follow the line of reasoning.	
Professional Tone/Voice (Use of Third Person)	Tone and voice are inappropriate throughout.	Frequent lapses in tone and voice. The writing does not engage the reader.	Tone and voice are generally appropriate with only minor lapses.	Tone and voice are professional and consistently appropriate throughout.	
Fluency (Presentation of Ideas)	Lacking in flow of thoughts and ideas.	Minimal flow of thoughts and ideas.	Flow of thoughts and ideas is generally consistent.	Flow of thoughts and ideas is consistent throughout.	
Word Choice	Word choice is confusing, unclear and/or inappropriate.	Word choice is poor and/or inappropriate.	Word choice is generally clear, concise and appropriate.	Word choice is accurate, clear, concise and appropriate throughout.	
Sentence Structure	Sentences are fragmented and incomplete.	Several sentences are constructed incorrectly.	Most sentences are well phrased, clear and varied.	Sentences are well phrased, clear and varied throughout.	
Grammar and Spelling	No attention given to grammar and spelling.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	
Punctuation and Capitalization	No attention given to punctuation and capitalization.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	
Format (Length, Report, Essay, APA)	No apparent format.	Inappropriate format and/or frequent inconsistency in application.	Appropriate format but with minor inconsistencies in application.	Appropriate format consistently applied and artifact within assigned page length.	
*Score may be recorded in decimals or fractions.				Total Score	

Revised: March 2012

DeVile School of Business
BUSINESS REPORT TEMPLATE
Section Descriptions

Title Page:

- Title and name of person or team who prepared the report
- Course name, instructor and date

Table of Contents:

- List important headings and subheadings with page numbers

List of Illustrations:

- Maps, charts, tables, figures and pictures
- Include page numbers for each one

Executive Summary:

- Main point of report as well as importance of benefits to reader
- Clear, concise, and powerful
- Overview of report's content without technical detail
- Includes major findings, conclusions, and recommendations

Body of Report:

Introduction:

- Identifies subject of report
- Gives statement of problem/issue
- States why written, who requested or authorized it, and for whom it was prepared
- Gives brief background of report's topic (if short report)
- Presents overview or forecast of topics report covers and order in which presented

Background: (As appropriate and not limited to the following)

- Company
- Problem/issue
- Environmental assessment
- Competitive analysis

Presentation of Options: (Methods and Materials: As appropriate and note limited to the following)

- Review of alternatives/options
- Presentation of hard data reinforced by graphs and charts (if appropriate)
- Selection of option(s)

Summary of Findings: (Results and Discussions, as appropriate and not limited to the following)

- Interpretation of data for readers
- Financial analysis
- Timeline for implementation
- Financial considerations

Conclusion:

- State conclusion in first sentence
- Present details based on information in previous two sections

Recommendations:

- Tell readers what you think they should do next
- Are a call to action—what should be done **and when**

Appendices/Exhibits: (As appropriate: clearly labeled with pagination)

- Material that further supports conclusions and recommendations
- Technical information and statistics
- Additional evidence too long to include in body of report

Notes and Bibliography:

- Notes: if using endnotes, begin on separate page labeled “Notes”
- Bibliography: list of references writer consulted to prepare the report. Includes additional references the reader might want to consult.

Sources Used in Creating this Outline:

Alicia Abell, *Business Grammar, Style & Usage* (Boston: Thomson/Aspatore: 2003).

Gary Blake & Robert W. Bly, *The Elements of Business Writing* (New York: Longman, 1991).

Claire B. and Gordon S. May, *Effective Writing: A Handbook for Accountants*, 7th ed. (Upper Saddle River, NJ: Pearson Prentice Hall, 2006).

Richard Worth, *Webster's New World Business Writing Handbook* (Indianapolis: Wiley Publishing, Inc.: 2002).

DeVile School of Business
BUSINESS REPORT TEMPLATE
Appearance

Font Style: Standard (Times New Roman, Arial, etc.)

Type Size: 12 point

Margins: one inch on all sides

Line Spacing:

- Single-spaced (student reports usually double-spaced)
- Leave extra line space between sections of report
- Double-space between paragraphs

Page Numbering:

- Lowercase Roman numerals for table of contents, list of illustrations, and executive summary
- Arabic numerals for remainder of report

Paragraphs:

- Short
- Use bullet points for short lists
- Capitalize beginning of each bulleted item

Headings/Subheadings:

FIRST LEVEL: BOLD FONT, LEFT MARGIN, ALL CAPS

Second Level: Bold Font, Initial Letters Capitalized, Indented.

Third Level: Bold Font, Italicized, Indented.