1. Course Information

Course Title: Senior Seminar  
Course number: MGMT 4399  
Course Section:  
Room #: Welder 220  
Credit hours: 3  
Days & hours: MW 5.30 to 6.45 p.m.

Semester: Spring 2017

Prerequisites: 90 Credit Hours, MGMT 2347/3347, MKTG 3343, FINA 3339

Blackboard site: Blackboard site (http://blackboard.stthom.edu/) for MGMT 4399, Spring 2017

2. Instructor Information

Name: Beena George
Office location: 213 Welder
Emergency phone: 713 525 2100
Office phone: 713 525 2100
E-mail: georgeb@stthom.edu
Fax number: 713 525 2110

Office hours: By appointment

Assistant’s phone (during office hours): 713 942 5916
Assistant’s email: dmginzal1@stthom.edu

Home/cell phone: 713 364 9420. I prefer that you send me text messages at this number, unless there is an emergency.

Or, send me an email message with your telephone number and two one-hour time periods between 8 a.m. and 9 p.m. during which it will be convenient for you to take my call. I check email messages frequently and will respond promptly.

Where to leave assignments: Assignments should be turned in during class or online as specified in the directions for each assignment. In case of an emergency, please contact me via email for alternate directions. Assignments should not be submitted via email.

3. Course Catalog Description

A capstone course in business designed to integrate concept and knowledge from a broad range of core business skills, and to explore contemporary social and economic issues influencing the business environment.
4. Program Goals

When students complete the BBA program at the University of St. Thomas,
1. They will be able to communicate effectively.
   • Objective 1: Graduates will deliver a compelling oral presentation.
   • Objective 2: Graduates will demonstrate mastery of communication technology.
   • Objective 3: Graduates will write professional quality documents.
2. They will be adept at critical thinking.
   • Objective 1: Graduates will analyze problems in-depth.
   • Objective 2: Graduates will evaluate data thoroughly.
   • Objective 3: Graduates will present feasible solutions.
3. They will be able to work effectively in teams.
   • Objective 1: Graduates will work collectively towards team objectives.
   • Objective 2: Graduates will demonstrate professional interpersonal relations with other team members.
4. They will be ethical decision makers.
   • Objective 1: Graduates will identify the ethical issues implicit in a business situation.
   • Objective 2: Graduates will describe and use ethical frameworks applicable to business situations.
5. They will be knowledgeable about fundamental business issues and processes.

5. Course Learning Objectives

Senior Seminar is designed to (1) expose you to a variety of strategic management models, tools and current debates, (2) integrate materials from previous courses to make strategic decisions for a firm, and (3) provide a bridge between the classroom and real-world business concerns. The course requires you to take a multi-functional organization perspective in order to develop realistic solutions to difficult, complex organizational problems and issues.

Upon completion of this course, the student should be able to:
• Explain how the constituent business disciplines fit together to comprise an integrated enterprise and why they need to be managed in strategic harmony (Program Goal 5: Knowledge)
• Conduct strategic analysis in a variety of competitive situations (Program Goals 2: Critical Thinking, Objectives 1, 2, & 3 and Program Goal 5: Knowledge)
• Describe the processes of strategy formulation and implementation, and the range of actions managers can take to promote competent strategy execution (Program Goal 4: Ethics, Objectives 1 & 2 and Program Goal 5: Knowledge)

The assignments in this course have been designed so that students can develop the following skills
• Teamwork (Program Goal 3: Teamwork, Objectives 1 & 2)
• Delivering professional presentations (Program Goal 1: Communication, Objectives 1 & 2)
• Producing well-structured documents that integrates information from various sources (Program Goal 1: Communication, Objective 3)
6. Texts, Readings, Materials

*Required reading:*
Textbook:

http://students.flatworldknowledge.com/course/2548451

In addition, a list of *required* articles for this course will be provided to students on Blackboard. Some of the material may be made available through the library or in the classroom. The links to purchase some of this material will be posted on Blackboard. You will be responsible for getting the materials and reading the documents before class.

*Required cases:*
The links to the sites where students may purchase the cases will be posted on Blackboard. Most cases cost between $4/- and $5/-.

*Required Simulation:*
Information on the simulation will be provided to you on Blackboard. The cost will be approximately $50/-.  

*Suggestions for further study:*
A number of books are available in the Doherty library that relate to different topics covered in this course. A list of books on this topic is available in the LibGuide. Academic databases available in the library contain articles that examine different aspects of this area. For additional information about library resources, see the Doherty library site and the LibGuide, the library study guide for this course, both readily accessed from the course Blackboard site.

7. Instructional methods:
This class will be use a combination of lecture, group discussion, and case analysis methods. The objective of the lectures will be to highlight the key points in the readings, and bring different viewpoints on the topics to the attention of the students. It is the student’s responsibility to read and study all assigned materials thoroughly. Such preparation on the part of the student will be necessary before class for productive class discussions and completion of assignments and assessments for the course.
8. Use of Technology

1) **Online data retrieval and/or research:**
   - Web search and information retrieval for various assignments
   - LibGuide of the Doherty Library

2) **Online communication or collaboration**
   - Stthom email account will be used for course-related communication
   - Discussion Board
   - Text messaging; I will require your cell phone number and provider for this.

3) **Use of general productivity software (e.g., Microsoft Office) to complete assignment**
   Microsoft Word and PowerPoint used to complete assignments

4) **Use of BlackBoard learning platform**
   - Course syllabus, assignment directions, and other information available in Blackboard
   - Selected assignments to be submitted through Blackboard

9. Course Topics and Schedule:
The class meets on Mondays and Wednesdays at the scheduled course time. Wednesday sessions will be devoted to lectures; Monday sessions will be used for activities, in-class tests, etc. Attendance will be taken on all days.

Students are expected to come into this course with a thorough knowledge of business disciplines – from the other courses in the BBA program. We will discuss strategic management concepts in class. Our progress will be determined by the level of discussion and student comfort with the topics. The tentative schedule appears on the next page.

**Note regarding schedule:**
The schedule will be provided on the course site on Blackboard. Please note that the schedule is a guide and that every attempt is made to provide an accurate overview of the course plan. However, the schedule will be modified as needed during the semester depending on the progress, needs, and experiences of the students. In addition, opportunities to bring in guest speakers or attend topical events, university closures, and other unforeseen events could result in changes to the schedule. Please check Blackboard frequently to keep track of course progress and course events.

Information on events that Senior Seminar students would be well-advised to attend will also be provided on Blackboard.

**Weekend meetings:**
There will be designated dates outside of class for meetings with the groups for a group review of the case presentation and a mid-semester review of the simulation. All members of the group must be present at the meeting. Students must come prepared to discuss their performance in the class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
<th>Lectures &amp; Strategy Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-Jan</td>
<td>M</td>
<td>Group meeting with Case Coaches</td>
<td></td>
</tr>
<tr>
<td>25-Jan</td>
<td>W</td>
<td>Introduction to class</td>
<td></td>
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<tr>
<td>30-Jan</td>
<td>M</td>
<td>Case worksheet review in class</td>
<td></td>
</tr>
<tr>
<td>1-Feb</td>
<td>W</td>
<td>Introduction to project – Kirk Coburn</td>
<td></td>
</tr>
<tr>
<td>6-Feb</td>
<td>M</td>
<td>Group meeting with Case Coaches&lt;br&gt;Case Worksheet - 7 to 9 p.m. - – additional session with instructor</td>
<td></td>
</tr>
<tr>
<td>8-Feb</td>
<td>W</td>
<td>Business Analysis &amp; Presentation</td>
<td></td>
</tr>
<tr>
<td>9-Feb</td>
<td>Th</td>
<td>Student group meetings with instructor</td>
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<tr>
<td>10-Feb</td>
<td>F</td>
<td></td>
<td></td>
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<tr>
<td>13-Feb</td>
<td>M</td>
<td>Library Resources for business analysis</td>
<td></td>
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<tr>
<td>15-Feb</td>
<td>W</td>
<td>Quiz 1&lt;br&gt;Chapter 3 &amp; External Analysis</td>
<td></td>
</tr>
<tr>
<td>18-Feb</td>
<td>W</td>
<td>Quiz 2&lt;br&gt;Chapter 4 &amp; Internal Analysis</td>
<td></td>
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<tr>
<td>20-Feb</td>
<td>M</td>
<td>Group meeting with Case Coaches</td>
<td></td>
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<tr>
<td>22-Feb</td>
<td>W</td>
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<tr>
<td>25-Feb</td>
<td>Sat</td>
<td>Presentation - Case</td>
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<tr>
<td>27-Feb</td>
<td>M</td>
<td>Student group work – Last day to start simulation</td>
<td></td>
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<tr>
<td>1-Mar</td>
<td>W</td>
<td></td>
<td>Chapter 5 – Business level Strategies &amp; Strategy Evaluation</td>
</tr>
<tr>
<td>2-Mar to 7-Mar</td>
<td>W</td>
<td>Student meetings – Presentation reviews&lt;br&gt;2 hours each</td>
<td></td>
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<tr>
<td>6-Mar</td>
<td>M</td>
<td>Student group work – Simulation 2nd round must be complete</td>
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<tr>
<td>8-Mar</td>
<td>W</td>
<td></td>
<td>Quiz 3&lt;br&gt;Chapters 1 &amp; 2: Mastering Strategy – Art &amp; Science&lt;br&gt;Leading Strategically</td>
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<tr>
<td>20-Mar</td>
<td>M</td>
<td>Comprehensive business test</td>
<td>Ethics lecture</td>
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<tr>
<td>22-Mar</td>
<td>W</td>
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<tr>
<td>27-Mar</td>
<td>M</td>
<td>Ethics case analysis&lt;br&gt;Simulation 4th round must be complete</td>
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<tr>
<td>29-Mar</td>
<td>W</td>
<td></td>
<td>Quiz 4&lt;br&gt;Chapters 6 &amp; 7 – Supporting Business-level Strategy, Corporate Strategy</td>
</tr>
<tr>
<td>3-Apr</td>
<td>M</td>
<td>Student group work&lt;br&gt;Simulation 5th round must be complete</td>
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<tr>
<td>5-Apr</td>
<td>W</td>
<td></td>
<td>Quiz 5&lt;br&gt;Chapter 8 – Execution</td>
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<tr>
<td>10-Apr</td>
<td>M</td>
<td></td>
<td></td>
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<tr>
<td>12-Apr</td>
<td>W</td>
<td></td>
<td>Quiz 6&lt;br&gt;Course overview</td>
</tr>
<tr>
<td>17-Apr</td>
<td>M</td>
<td>Simulation test</td>
<td></td>
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<tr>
<td>19-Apr</td>
<td>W</td>
<td></td>
<td>Meetings with instructor</td>
</tr>
<tr>
<td>24-Apr</td>
<td>M</td>
<td>Simulation last round must be complete</td>
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<tr>
<td>26-Apr</td>
<td>W</td>
<td></td>
<td>Meetings with instructor</td>
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<tr>
<td>29-Apr</td>
<td>Sat</td>
<td>Project presentations</td>
<td></td>
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<tr>
<td>1-May</td>
<td>M</td>
<td>Senior Seminar debriefing</td>
<td></td>
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<tr>
<td>3-May</td>
<td>W</td>
<td></td>
<td>No class</td>
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<tr>
<td>Thu</td>
<td></td>
<td>ShowCase Dinner – 1st place winners – case &amp; simulation</td>
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</tbody>
</table>

Rows with italics font indicate dates that are outside of regular class sessions.
Showcase Dinner: May 12, 5 to 7 p.m. (timing is tentative; date is fixed)
First place teams from simulation and case competition will need to be present. The day’s schedule will be available on Blackboard.

Assignments/Tests:

- **Readings**
  - Read assigned material; be prepared for class discussion and participation
  - If there are topics/concepts in the assigned readings that you find difficult, please let me know at least the morning before the class/session in which we are scheduled to discuss the reading. We can focus additional attention on those areas.

- **Strategy Case Analysis & Presentation**
  - Analysis of case must be presented by student groups in class.
  - Group meetings with instructor will follow case presentation. Please see section on schedule.
  - Copies of cases might have to be purchased from Harvard or Ivey. Info on Blackboard. Cases cost around $4.
  - Each group will be assigned a case presentation coach; the coach will not provide any directions on content.

- **Strategy Field Project**
  - Real-world project involving market development and site selection
  - Students will complete the analysis to answer the questions set by the company
  - Students will present their analysis to the company principals
  - If your group scores below 70% on the Strategy Case Presentation, the maximum your group can score on this assignment will be 85. Each assignment has a maximum score of 100.

- **Simulation & test:**
  - Multiple round management simulation - Group activity
  - Access to be purchased by each/every student. Info will be provided on Blackboard.
  - Test within simulation

- **Comprehensive subject area test**
  - In-class test
  - Comprehensive test of business disciplines
  - Additional information on Blackboard

- **Strategy Quizzes**
  - In-class test
  - Material from readings and textbook; initial quizzes will also include material from the pre-req courses
  - Best 5 out of 6 quizzes

- **Business Ethics Case**
  - Individual analysis of a business ethics case
  - Each student will produce a written report

- **Small Tasks for Small Scores**
  - In order to (1) bolster the student’s performance in courses in the business school and (2) better prepare students for their professions and careers after school, faculty in CSB set aside a small part of the total score in each course for tasks/workshops/event attendance. Each student is required to complete a minimum of ten (ten hours total) of activities. The complete list of activities is available on BB.
  - Workshops/events are being offered during the activity period and in the evening on weekdays as well as on Saturdays.
  - Workshops are also being offered online via Grovo and the library resources.
  - While the students have to complete a minimum number of workshops this semester for this course, the same workshops could be used for various courses.
Deliverables

1. Strategy case analysis and presentation – Group assignment
2. Project analysis and presentation for competition – Group assignment
3. Simulation – Group assignment
4. Simulation test – Individual assignment
5. Comprehensive business test – Individual test
7. Business Ethics case analysis report – Individual assignment
8. Small Tasks for Small Scores: completion of activities – Individual assignment

10. Course Policies

- Attendance/tardiness
  Attendance will be taken at the start of every scheduled class meeting. Students are expected to attend every class and arrive at the scheduled start time for each class. This is a seminar course, and student participation in class activities is essential for the successful completion of the course. Two instances of incomplete class attendance (arriving late or leaving early) will count as an absence.

If a student has more than two absences in this course during the semester, the absences will negatively impact the student’s grade.

Note that we will have group meetings outside class times. When scheduling group meetings, I will make every reasonable attempt to accommodate the schedules of members in a group. If a student misses a scheduled meeting of the group with the instructor, an absence will be recorded; this will count towards the total number of absences for the student.

Please note:
1. If you must miss a class because of illness or other significant reason(s), please bring documented evidence of the same. The excuse for absence will be accepted at the discretion of the instructor.
2. If you miss a class, find out what was covered by asking other students or by sending an email message to the instructor. If you choose to ask a classmate, ask more than one student to be sure that you understand everything covered in class. It is entirely your responsibility to make sure that you have read and clarified any material that was covered in any class you missed before coming to the next class.

- Citizenship behavior
  Q: What is citizenship behavior in the classroom?
  Presence in the classroom
  Sportsmanship
  Students should treat class obligations as they would any other professional commitment. The class environment is informal, but is also one of mutual respect.

  Q: How will citizenship behavior be scored?
  Any behavior that is not considered appropriate by the instructor will result in a deduction of points. Examples of such behavior include – but are not limited to – monitoring of electronic devices, lack of attention during contributions by other members of the class, and disruptive behavior.

  Please note that disruptive behavior by a student during presentation of another student/group will result in a penalty on the student group’s presentation score.
• Participation
Every member of the class is expected to attend every class session completely and to participate fully in the activities in class. Participation in class helps make the class more enjoyable and attractive – and, it is a part of your grade. Please note that participation points are not automatically awarded to students based on their presence in class. While preparation and coming to class are prerequisites for contribution, they are not a substitute for it. On the other hand, absence will adversely affect your participation grade.
When students attend a class session, they start with zero participation points. It is the student’s responsibility to earn participation points during the session by actively participating in class activities, discussions, and presentations. Evidence of active participation by a student is defined broadly as:
  o Verbal participation in team and class discussions appropriate to the setting.
  o Offering relevant comments and questions that are aligned with the topic at hand.
  o Offering relevant current events such as current media reports that are aligned with the topic at hand.
  o Asking questions or offering comments that help class mates refine their ideas.

I routinely call on students, whose hands are not raised. So even if you do not raise your hand, you will have an opportunity to contribute.

Students will submit at least four participation logs during the semester. I will use these logs in my evaluation of your participation in this course. Specifically, here is how I evaluate the participation in this course:

**Outstanding contributor – A (100).** In-class contributions reflect exceptional preparation and thoughtful use of course concepts. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that this person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not a member of the class, the quality of our discussions would be greatly diminished.

**Good contributor – A/B (90).** In-class contributions reflect thorough preparation and correct use of course concepts. At a minimum, I expect and hope that all class members fall into this category. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are generally well supported and often persuasive, and reveal that this person is a good listener. Comments usually help others to improve their thinking. If this person were not a member of the class, the quality of our discussions would be diminished considerably.

**Adequate contributor – B (80).** Contributions reflect satisfactory preparation of course material and some use of course concepts. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others, and indicate that this person is a passable listener. If this person were not a member of the class, the quality of our discussions would be diminished somewhat.

**Unsatisfactory contributor – C (70).** Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive
direction for the class. Integrative comments and higher-order thinking are absent. This person
does very little to further the thinking and potential contributions of others.

**Non-participant – F (0).** The person has said little or nothing in this class to date. Such persons
have benefited from the thinking and courage of their peers, but have offered little in return. If
this person were not a member of the class, the quality of the discussion would be unchanged
or possibly improved.

I will provide you with periodic feedback on your participation. **Please keep in mind that my
expectations regarding the quality of your participation (and the quality of all work in this course!)**
will grow as the course progresses.

**At the end of the semester:**
To calculate your participation score, I will first assign a numerical score to your overall participation
in discussions during class (please see above). Next, I will determine an attendance score.
Finally, I will multiply your attendance score by your participation score.
So, for example, if a student had missed four classes out of a total of 28 and was rated as a good
contributor with a score of 90, the final participation score will be 26/28*90=83.57 class
participation points.

- **Make-up for Test or In-class Assignment**
  A make-up test or assignment will be offered only under the most extenuating circumstances. You
  have a maximum of one working day from the date of the test or in-class assignment to notify the
  instructor and arrange a makeup. Bring documentation supporting the reason for the absence. If
  you exceed the one-day notification period and/or you do not provide the required documentation,
  you forfeit your right to a makeup test.
  A make-up test or assignment may be of a different format. The test or assignment may have to be
  completed at the Testing Center. It is the student’s responsibility to contact the instructor and make
  arrangements for the make-up test or assignment – as per directions from instructor.

- **Missed Assignments**
  Assignments are due on the dates specified in the schedule on Blackboard. Missed assignments may
  be accepted with a grade penalty, at the discretion of the instructor. If accepted, penalty as shown
  below will be applied.

<table>
<thead>
<tr>
<th>Late Period</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any time after submission deadline to 1 day late</td>
<td>90% of assignment grade</td>
</tr>
<tr>
<td>More than 1 day, but less than 3 days late</td>
<td>70% of assignment grade</td>
</tr>
<tr>
<td>More than 3 days, but less than 1 week late</td>
<td>50% of assignment grade</td>
</tr>
<tr>
<td>More than 1 week, but less than 2 weeks late</td>
<td>25% of assignment grade</td>
</tr>
<tr>
<td>More than 2 weeks late</td>
<td>0%</td>
</tr>
</tbody>
</table>

- **Obligations to the group**
  Please note that many of the assignments in this class are group assignments. If you fail to meet
  your group obligations and are removed from the group, you will not be able to complete the
  assignment and will lose all points for that assignment – negatively impacting your ability to
  complete this course. In addition, please note that:
1. Your grades on group projects will be adjusted by peer evaluations of your efforts in
group projects.
2. Any work submitted to meet group requirements will be considered as representative of
the work of all group members.
   • Please note that group assignments account for close to 50% of the grade in this course.
   Without completing the group work, you will not be able to complete this course. If you are
   removed from a group, you will forfeit the scores for any assignments that have not been
   completed.

• Extra credit opportunities
   The instructor may offer extra credit for attending and participating in events that will further
student learning. Students will be required to complete additional assignments related to the event
to earn the extra credit. Mere attendance at an event will not garner any extra credit in this class.

• Cell phones, electronic media
   o During lectures
      Cell phones and all other communication devices must be switched to ‘silent’ mode during
class meetings. Use of laptops for activities not related to this class will be penalized. Please
see section on attendance above.
   o During presentations and tests
      Cell phones and all other communication devices must be turned off during presentations
and tests in class. A 5% penalty will be applied to your test score or your group’s
presentation score for each instance of disruption caused by your cell phone.

• Student Feedback
   I encourage you to take an active role in this course by providing me with your feedback and
comments about the course throughout the semester. Please do so by contacting me directly –
individually, collectively or via delegates – as early as possible rather than waiting for a formal
feedback survey. Feedback is an important part of continuous improvement. Please let me know if
there is anything I can do to make this class better for you.

The online course evaluation system is available to students towards the end of the semester. This
system provides a tool for students to provide feedback regarding their learning experiences in
courses at CSB and UST. Students are strongly encouraged to participate in this course evaluation
process. Student feedback is crucial for curriculum development, faculty development, and
continuous improvement of the programs offered by the Cameron School of Business.
11. Student Grading Processes: (including weighting of factors)

<table>
<thead>
<tr>
<th>Assignment/test*</th>
<th>Weight (%)</th>
<th>Assessment type</th>
<th>Individual or group assignment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Behavior</td>
<td>Up to -15</td>
<td>B</td>
<td>Individual</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>B/F</td>
<td>Individual</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>10</td>
<td>S/F</td>
<td>Group, score adjusted by peer evaluation</td>
</tr>
<tr>
<td>Field Project Presentation</td>
<td>20</td>
<td>S/F</td>
<td>Group, score adjusted by peer evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>If your group scores below 70% on the Case Presentation, the maximum score for your group on this assignment will be reduced to 85*.</td>
</tr>
<tr>
<td>Comprehensive business disciplines test</td>
<td>15</td>
<td>S</td>
<td>Individual</td>
</tr>
<tr>
<td>Strategy Quizzes</td>
<td>10</td>
<td>S</td>
<td>Individual</td>
</tr>
<tr>
<td>Simulation Performance</td>
<td>10</td>
<td>F/S</td>
<td>Group, score adjusted by peer evaluation</td>
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<tr>
<td>Simulation Test</td>
<td>10</td>
<td>F/S</td>
<td>Individual (score adjusted by peer results)</td>
</tr>
<tr>
<td>Business Ethics Case</td>
<td>10</td>
<td>S</td>
<td>Individual</td>
</tr>
<tr>
<td>Small Tasks for Small Scores</td>
<td>10</td>
<td>B</td>
<td>Individual</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

(Assessment type: B = behavioral; S= summative; F= formative)

*Each assignment/test will carry a maximum score of 100.

Please note that group assignments account for close to 50% of the grade in this course. Without completing the group work, you will not be able to complete this course. If you are removed from a group, you will forfeit the scores for any assignments that have not been completed.

Assignment directions and grading rubrics will be provided on Blackboard.

When students work in teams on an assignment, the individual grade of each student will be adjusted using the average of the peer evaluation scores provided by team mates.

If a student does not complete the peer evaluations, a penalty of 10% will be applied to the student’s final grade.

**Grading Scale**

The grading scale below indicates the ranges for specific letter grades.

The numeric scores you receive from the tests and assignments will be weighted based on the weights as shown in the table above.

The final score will be automatically rounded to a whole number. The rounded score will then be used to assign a course grade, based on the scale in the table on the next page.

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<thead>
<tr>
<th>Letter</th>
<th>Number (%)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Excellent, superior performance, showing comprehensive understanding of subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Good, clearly above-average performance with knowledge of subject</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Good, clearly above-average performance with knowledge of subject</td>
</tr>
</tbody>
</table>
Checking your grades
Your numeric scores on assignments will be made available periodically in class or through Blackboard. Please note that scores posted on Blackboard may not be weighted and the Blackboard average may not reflect your actual grade in the class.
If you have any questions re your grades, please meet me to discuss your performance in the course. I will not provide or discuss grades over the phone or via email. I strongly advise that you do not wait until the end of the semester to check your grades.

12. Available Support Services:

• Tutorial Services Center
  The Tutorial Services Center is a tutorial center, and is available free of cost to all UST students. Writing consultants and subject tutors are available when the center is open. The schedule is available at http://www.stthom.edu/public/index.asp?page_ID=100289. An online service is also available.
  Students are encouraged to consult with tutors at the Tutorial Services Center when completing written assignments for this course. Based on the instructor's assessment of the student's written work, the student may be required to work with the tutors at the Tutorial Services Center to improve the student's writing skills.

• Student Affairs
  The Student Affairs Division coordinates and oversees all co-curricular aspects of undergraduate and graduate student life. Access http://www.stthom.edu/Public/Index.asp?Page_ID=100253 for information.

• Information Technology
  Please see http://www.stthom.edu/Offices_and_Services/Information_Technology/Purchases_Recommendations/Index.aqf?Page_ID=3879 for information on technology purchases. Please see http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Communication_Copiers/Index.aqf for information on the university print and copy system.
CSB Mission Statement
Inspired by the Basilian Fathers’ motto of Goodness, Discipline and Knowledge, the Cameron School of Business provides a comprehensive, high quality, ethically oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

Academic Honesty
Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual's honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

The tests will be individual efforts. Students may work together on homework assignments, but must submit their own assignments.

All work submitted/presented for this course must be the original work of the student(s). Since the goal of college-level work is to bring your idea(s) to the forefront of your submission—with the research acting to inform and support your ideas—excessive use of direct source quotations and material from external sources must be avoided. All sources and/or source material must be cited, even if you are not presenting direct quotes.

The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of F for the course.

Accommodations
The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.
Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.