

Elmira Business Institute

Course Code:

Course Title

Instructor Information

Instructor:

Office Location:

Telephone:

Email:

Office and Tutoring Hours:

Elmira Business Institute
Student Syllabus: Principles of Accounting I (ACC101)

Prerequisites:**Course Credits: 3****Course Description**

This course is designed to introduce the fundamentals of accounting theory and practice, including journalizing transactions, adjusting entries, closing entries, and completion of financial statements. The course introduces entries associated with a merchandising business.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Analyze transactions and prepare journal entries, leading to the completion of the accounting cycle, and the demonstration of information literacy as applied to accounting transactions
- Prepare financial statements for both service and merchandising businesses using the transaction approach including adjusting and closing entries
- Control and value inventory using the following periodic inventory systems: First In, First-Out Method, Last-In, Last-Out Method, and the Average Cost Method
- Understand elements of Internal Control, including bank reconciliations and journalizing transactions involving the petty cash fund
- Understand the importance of integrity, objectivity, and ethics in business in relation to the enactment of the Sarbanes-Oxley Act of 2002

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC101

None

Required Course Texts & Course Materials

Warren, Carl S., Reeve, James M., Duchac, Jonathan E. *Financial Accounting*. 14th ed. M
OH: South-Western/Cengage Learning. Print. 2014. (ISBN-9781305088436)

Supplemental educational learning materials may include and are not limited to

May be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Examinations	45%
Project/Assignments	10%
Homework	10%
Final Examination	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person’s work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to

search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	Introduction <ul style="list-style-type: none"> • Describe the nature of a business, the role of accounting, and ethics in business. • Introduce the accounting equation and define each element. • Describe the effect of transactions on the elements of the accounting equation. • Summarize the development of accounting principles and relate to business. • Review Chapter One practice exercises to reinforce the accounting equation, and transactions effects on elements of the accounting equation.
2	Financial Statements <ul style="list-style-type: none"> • Understand Generally Accepted Accounting Principles, the Business entity concept and the cost concept. • Describe the financial statements of a proprietorship and explain interrelationship between statements. • Review Chapter One practice exercises to reinforce business entity concept, cost concept.
3	<ul style="list-style-type: none"> • Review Financial Statements Homework to reinforce business entity concept, cost concept, the accounting equation, and transactions effects on elements of the accounting equation. • Review for Chapter One Test. Complete Chapter One Test.
4	Transactions <ul style="list-style-type: none"> • Describe the characteristics of an account and a chart of accounts. • Describe and illustrate journalizing transactions using the double-entry accounting system. • Practice journalizing entries with Chapter Two illustrative problem using a manual Journal.
5	Transactions <ul style="list-style-type: none"> • Describe and illustrate the journalizing and posting of transactions to accounts. • Review practice exercises A to reinforce the journalizing of transactions using the double-entry accounting system and posting of entries to accounts. • Complete practice exercises B to reinforce the journalizing of transactions using the double-entry accounting system and posting of entries to accounts.
6	<ul style="list-style-type: none"> • Review Chapter Two Homework to reinforce the journalizing of transactions using the double-entry accounting system and posting of entries to accounts. • Review for Chapter Two Test. Complete Chapter Two Test. Adjusting Entries <ul style="list-style-type: none"> • Describe the nature of the adjusting process for prepaid expenses; journalize adjusting entries for prepaid expenses. Complete worksheets. • Describe the nature of the adjusting process for unearned revenues; journalize adjusting entries for unearned revenues. Complete worksheets.

7	<p>Adjusting Entries</p> <ul style="list-style-type: none"> Describe the nature of the adjusting process for accrued revenues; journalize adjusting entries for accrued revenues. Complete worksheets. Describe the nature of the adjusting process for accrued expenses; journalize adjusting entries for accrued expenses. Complete worksheets. <p>Review Chapter Three practice exercises A and B to reinforce the journalizing of adjusting entries.</p>
8	<ul style="list-style-type: none"> Review Adjusting Entries Homework to reinforce the journalizing of adjusting entries. Review for Chapter Three Test. Complete Chapter Three Test. <p>Financial Reports</p> <ul style="list-style-type: none"> Describe the flow of accounting information from the unadjusted trial balance into the adjusted trial balance. Discuss use of the Trial Balance report for finding errors Prepare financial statements from adjusted account balances.
9	<p>Finalize Accounting Cycle</p> <ul style="list-style-type: none"> Prepare closing entries: journalize and post closing entries and complete a post-closing trial balance Describe the accounting cycle. Explain what is meant by a fiscal year and calendar year. <p>Complete the Chapter 4 Illustrative problem using a manual journal and general ledger.</p>
10	<p>Four practice exercises A and B to reinforce the flow of the accounting cycle, journalizing closing entries, and completing financial statements.</p> <ul style="list-style-type: none"> Review for Chapter Four Test. Complete Chapter Four Test. Review Appendix 1: End-of-Period Spreadsheet; discuss usefulness and limitations.
11	<p>Merchandising Business</p> <ul style="list-style-type: none"> Distinguish between the activities and financial statements of service and merchandising businesses. Describe and illustrate the financial statements of a merchandising business, including associated transactions and entries for sales, purchases, taxes, adjustments, and closing entries. <p>Complete Chapter Six practice exercises to reinforce journalizing entries for a merchandise business and the completion of financial statements for a merchandising business.</p>
12	<ul style="list-style-type: none"> Review for Chapter Test. Complete Chapter Six Test. <p>Inventory</p> <ul style="list-style-type: none"> Describe the importance of control over inventory, inventory cost flow assumptions, and the periodic/perpetual inventory system. Complete Chapter Seven practice exercises to reinforce calculation of LIFO, FIFO, and average cost flow assumptions.

13	<ul style="list-style-type: none">• Review for Chapter Seven Test. Controls <ul style="list-style-type: none">• Describe and illustrate the use of a bank reconciliation in controlling cash.• Discuss a petty cash fund and demonstrate journalizing for a petty cash fund.• Discuss Sarbanes-Oxley Act's impact on Accounting Review for Chapter Eight Test. Complete a test on Chapters Seven and Eight.
14	Review for Comprehensive Final.
15	Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt



MIDTERM

Analism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Total Points _____/100 points

Student's Signature: _____

Date: _____



Professionalism

Rubric



Professionalism

Rubric

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis

Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

Elmira Business Institute
Student Syllabus: Principles of Accounting II (ACC102)

Prerequisites: Principles of Accounting I (ACC101)**Course Credits: 3****Course Description**

This course is designed to focus on the details of accounting for receivables, fixed assets, investments, intangible assets, current liabilities, payroll, and long-term liabilities. The course will include topics in accounting for partnerships, limited liability companies, and corporations.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Journalize the write-off of uncollectible accounts using the Direct Method and the Allowance Method
- Estimate and journalize Bad Debt Expense using the Percentage of Sales Method and the Analysis of Receivables Method
- Journalize capital and revenue expenditures
- Calculate interest and journalize entries associated with notes
- Calculate and journalize Depreciation Expense using the Straight-line Method, the Units-of-production Method, and the Double-declining Method
- Calculate and journalize payroll withholdings and payroll tax expenses
- Calculate and journalize entries associated with partnerships: adding a partner, distributing income/loss, re-evaluation of assets and re-distribution of partnership equity, and liquidating a partnership
- Calculate and journalize entries associated with a corporation: issuing common and preferred stock, issuing cash and stock dividends, and reacquiring Treasury stock
- Calculate and journalize entries for bonds: issued at face and premium/discount and interest expense and amortization of premium/discount

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC 102

The Career Portfolio for Workplace Skills Project for ACC102 is a simulation that allows the student to set up a sole proprietorship and follow the steps necessary for it to become a partnership and then transform the business into a corporation.

Required Course Texts & Course Materials

Warren, Reeve, and Jonathan E. Duchase. *Financial Accounting*. 14th ed. Mason: South-Western Cengage Learning, 2014. Print. (ISBN 9781305088436)

Supplemental educational learning materials may include and are not limited to
ec.gov/edgar/searchedgar/companysea.ch.html.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

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Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	10%
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Grading Scheme

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65	D-	0.7

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Course Policies

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Course Schedule

Lesson #	Topic(s)
1	Accounts Receivable <ul style="list-style-type: none"> • Describe common classes of receivables and describe accounting for uncollectible receivables. Complete worksheets to reinforce concepts. • Describe the Direct Write-off Method and the Allowance Method of accounting for uncollectible accounts. Complete worksheets to reinforce concepts. • Review concepts associated with Receivables utilizing practice exercises.
2	Uncollectible methods and Notes Receivable <ul style="list-style-type: none"> • Estimate value of uncollectible accounts using the percentage of sales method and the analysis of receivable method. • Describe accounting for Notes Receivable • Review concepts associated with Receivables utilizing practice exercises • . Review for and complete test on receivables
3	.Fixed Assets <ul style="list-style-type: none"> • Define, classify, and account for the cost of fixed assets. Complete worksheets to clarify and reinforce concepts. • Compute Depreciation using straight-line. Complete worksheets to clarify and reinforce concepts. • Review aspects of Fixed Assets
4	Depreciation <ul style="list-style-type: none"> • Compute Depreciation using units-of-production. • Compute Depreciation double-declining balance methods. • Complete an Excel worksheet creating a depreciation schedule, using both straight-line and double-declining methods.
5	Chapter 10 - Other Assets <ul style="list-style-type: none"> • Discuss accounting for Natural Resources and Intangible Assets • Review aspects of Natural Resources and Intangible Assets utilizing practice exercises.

6	<ul style="list-style-type: none"> • Review for and complete test on Fixed Assets and Intangible Assets - Chapter Ten. <p>Current Liabilities</p> <ul style="list-style-type: none"> • Describe and illustrate current liabilities related to accounts payable, current portion of long-term debt, and notes payable. Complete worksheets to clarify and reinforce concepts. • Review aspects of current liabilities utilizing practice exercises.
7	<p>Payroll</p> <ul style="list-style-type: none"> • Determine employer liabilities for payroll, including liabilities arising from employee earnings and deductions for earnings. Journalize entries for fringe benefits, vacation pay, and pensions. Complete worksheets to clarify and reinforce concepts. • Review aspects of payroll utilizing practice exercises <p>Review for and complete test on Current Liabilities and Payroll - Chapter Eleven.</p> <p>Partnerships</p> <ul style="list-style-type: none"> • Describe the characteristics of proprietorships, partnerships, and limited liability companies. • Describe and illustrate the accounting for forming a partnership and for dividing the net income and net loss of a partnership. Complete worksheets to clarify and reinforce concepts.
8	Midterm
9	<p>Partnerships</p> <ul style="list-style-type: none"> • Describe and illustrate the accounting for Addition or Withdrawal of a Partner • Describe and illustrate the accounting for liquidating a partnership. Complete worksheets to clarify and reinforce concepts
10	<ul style="list-style-type: none"> • Review for and complete test on partnerships - Chapter Twelve. <p>Corporations</p> <ul style="list-style-type: none"> • Describe the nature of the corporate form of organization and two main sources of stockholder's equity. Complete worksheet to reinforce concepts related to corporations.
11	<p>Stock</p> <ul style="list-style-type: none"> • Describe and illustrate the characteristics of stock, classes of stock, and entries for issuing stock. • Describe and illustrate the accounting for cash dividends and stock dividends. • Describe and illustrate the accounting for treasury stock transactions. • Describe and illustrate the reporting of stockholder's equity. Complete worksheets to clarify and reinforce concepts. • Review Chapter Thirteen practice exercises.
12	<p>Stock</p> <ul style="list-style-type: none"> • Review for and complete test on corporations. • Compute the potential impact of long-term borrowing on EPS. Use practice exercise to clarify and reinforce calculations. • Describe the characteristics and terminology of bonds payable. Complete terminology worksheet to clarify and reinforce concepts.

13	<ul style="list-style-type: none">• Describe and illustrate the accounting for installment notes. Complete worksheet on installment notes to clarify and reinforce terms and concepts.• Describe and illustrate the reporting on long-term liabilities including bonds and notes payable. Complete bond worksheet to clarify and reinforce terms and concepts.• Complete practice exercises to reinforce concepts.
14	<ul style="list-style-type: none">• Finalize and submit Career Portfolio Project. Review for Comprehensive final examination.
15	<ul style="list-style-type: none">• Complete comprehensive final examination.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Career Portfolio for the Workplace Project

Directions: Journalize the following transactions for your employer, Mr. Jones, who owns and operates Jones Construction Company. The company is both a merchandising company because it sells items and a service business because it provides excavation services. Mr. Jones likes to keep his revenue separated between sales and excavation revenue. Use the transaction numbers as the days of the month. Use your textbook as a guide. For journalizing, each correct account title is worth one point. Each correct amount is worth one point. See the rubric on page 4 for point values broken down by Chapter. You will be creating a straight-line depreciation schedule, a double-declining depreciation schedule, and an amortization schedule using Excel. The Depreciation Expense for each schedule, when calculated correctly for the five years, will be worth five points. The correct calculation of amortization for the last three months of the year is worth three points. The first nine months are displayed in the example.

Chapter 9: Bad Debts Expense and QuickBooks Project (journalizing - worth 66 points)

January

1. You deposit \$80,000 in the M & T business bank account to start your business.
2. You buy 24 doors from 88 Lumber Company on account and you pay \$500 for each door. You plan on selling them for \$1,000.
3. You sell 9 doors on account; \$1,000 per door is the sell price, to Ames Company. Sales tax is 8%.
4. Ames does not think it can pay in 30 days so Ames gives you a 60-day 12% note.
5. You sell 3 doors on account; \$1,000 per door is the sell price, to Dorset Company. Remember to include the 8% sales tax and remember that you originally purchased the doors for \$500 each.
6. Subsequent to sending the invoice, you discover Dorset has gone bankrupt. Use the allowance method to account for bad debts.
7. You decide to lend money to a friend, Jill Klein, \$500. She will repay you in 90-days, with 14% interest.
8. Ames paid the entire invoice including the interest. Journalize the payment. (See transaction #4)
9. Unexpectedly, Dorset decided to pay their invoice in full. Journalize receipt of payment. (See transaction #6)
10. Jill Klein paid her note with interest. (See transaction #7)
11. You sold 12 doors on account to Global Company, \$1,000 each. Remember to include 8% sales tax on the sale. Global immediately gave you a 60-day, 12% note.

Chapter 10: Fixed Assets and Intangible Assets (journalizing - worth 20 points)

12. Your company completed an excavation job for \$80,000 for United Health Services Hospitals, Inc. You mailed an invoice to UHS. Sales tax does not apply to the excavation job.
13. UHS paid the invoice within 30 days. Journalize the payment.

Depreciation Schedules (calculations - worth 10 points)

Your company is considering the purchase of a bulldozer for \$150,000 on January 14, 20XX (current year). The estimated useful life would be five years; the estimated residual value would be \$12,000. Using Excel, create a depreciation schedule showing Depreciation Expense for all five years using the straight-line method and the double-declining method. (See formatting example below)

- The Straight-Line Depreciation Schedule should look similar to this:

Jones Construction Company

Straight-Line Depreciation Schedule

Depreciable Cost: (show calculation)

Depreciable Rate: (show calculation)

Annual Depreciation Expense: (show calculation)

Year	Depreciation Expense	Accumulated Depreciation, End of Year	Book Value, End of Year
1			
2			
3			
4			
5			

- Complete another Depreciation Schedule for double-declining depreciation.

January

14. You sign a contract with Milton Cat to purchase the bulldozer for \$150,000 on account. Journalize the purchase. You assure Milton Cat you will obtain a loan from the bank and the account will be paid in full in 30 days.
15. Your company goes to HSBC bank and takes out a loan for \$150,000 to buy the bulldozer. Journalize this transaction.
16. Pay Milton Cat the amount owed of \$150,000 for the bulldozer.

Amortization Schedule (calculations - worth 3 points)

Using Excel, create an amortization schedule for paying the bulldozer loan: 5.5% interest over 30 years with monthly payments of \$851.69. Use relative formulas to complete the Excel Worksheet:

- Interest is multiplied by the Loan Balance and divided by 12 to get the monthly interest.
- The payment minus the Interest will equal the principal amount.
- The principal amount reduces the loan balance.
- The Loan Amortization Schedule should look similar to the following:

Jones Construction Company
Loan Amortization Schedule

Month	Payment	Interest Rate	Interest	Principal	Balance of Loan
					150,000.00
January	851.69	0.055	687.50	164.19	149,835.81
February	851.69	0.055	686.75	164.94	149,670.87
March	851.69	0.055	685.99	165.70	149,505.17
April	851.69	0.055	685.23	166.46	149,338.71
May	851.69	0.055	684.47	167.22	149,171.49
June	851.69	0.055	683.70	167.99	149,003.50
July	851.69	0.055	682.93	168.76	148,834.75
August	851.69	0.055	682.16	169.53	148,665.21
September	851.69	0.055	681.38	170.31	148,494.91
October	851.69	0.055			
November	851.69	0.055			
December	851.69	0.055			

Chapter 11: Current Liabilities and Payroll (journalizing - worth 74 points)

January You purchase \$20,000 of siding from 88 Lumber Company on account.

17. You realize you cannot pay 88 Lumber in 30 days; you negotiate payment by issuing a 60-day, 12% note for \$20,000 to 88 Lumber Company.

March

18. The 60 days has passed . . . so, you pay 88 Lumber the amount owed on the note (and interest).
 19. You issued a \$50,000, 90-day note to Milton Cat for a forklift. Milton Cat discounted the note at 15%. Record purchase of forklift.

June

18. The 90 days has passed . . . so, you write a check to Milton Cat for the amount owed on the note.
 30. Make a journal entry to record the following payroll:

Salary distribution (Gross):		
Sales Salaries	\$63,400	
Officers Salaries	36,600	
Office Salaries	10,000	\$110,000
Deductions:		
Social Security Withholding	\$6,600	
Medicare Withholding	1,650	
Federal Income Tax WH	17,600	
State Income Tax WH	4,950	
Savings Bond Deductions	850	
Medical Insurance Deductions	1,120	32,770
Net Pay		\$77,230

30. Journalize the entry to record payroll taxes for social security and Medicare from the biweekly payroll. Assume employers are required to match the Social Security and Medicare withheld from employees.

July

15. Issue a check in payment of the liabilities for employee's federal income tax of \$17,600, social security of \$13,200, and Medicare of \$3,300. Federal Unemployment is .8% of gross and State Unemployment is 5.4% of gross. Assume no employee has reached the limits.
 16. Issue a check for \$9,500 to the pension fund trustee to fully fund the pension cost for the month.
 17. Journalize the entry to record the employee's accrued vacation pay, \$36,100.
 18. Journalize the entry to record the estimated accrued product warranty liability, \$37,240.

Chapter 12 - 14: Partnerships, Corporations, and Bonds (journalizing - worth 22 points)

19. Joe Canter, a friend, offers \$20,000 in cash to become a partner in your business. You accept the \$20,000 offer. No adjustments need to be made to the assets prior to his admittance as a partner.
 20. Due to liability issues and lack of cash, you and Joe determine it would be best to become a public corporation. Convert the equity accounts to common stock, no par value.

August

1. You and Joe decide to expand your business. Your company issues 25-year, \$2,000,000, 7% callable bonds dated August 1, of the current year, for cash of \$1,920,000. Journalize the issuance of the bond.

December

31. Journalize the accrued interest on the bond and amortization of the discount. Use the straight-line method for amortization of the discount.

Rubric for Career Portfolio Project:

	Total Possible	Points Awarded
Chapter 9 #1 - #11 Transactions	33 Account Names 33 Amounts 66 Total Points	_____ Account Names _____ Amounts _____ Total Points
Chapter 10 #12 - #16 Transactions	10 Account Names 10 Amounts 20 Total Points	_____ Account Names _____ Amounts _____ Total Points
Chapter 11 #17 - (July)#18 Transactions	37 Account Names 37 Amounts 74 Total Points	_____ Account Names _____ Amounts _____ Total Points
Chapter 12 - 14 (July)#19 - (December)#31 Transactions	11 Account Names 11 Amounts 22 Total Points	_____ Account Names _____ Amounts _____ Total Points
Depreciation Schedule: Straight-line	5 Total Points for completions of correct calculations using Excel	_____ Total Points
Depreciation Schedule: Double-declining	5 Total Points for completion of correct calculations using Excel	_____ Total Points
Amortization Schedule	3 Total Points for completion of correct calculations using Excel	_____ Total Points
	Total Possible Points: 195	_____ / 195 Points

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes _____ No _____

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

MIDTERM



Professionalism

Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Computerized Accounting Systems (ACC120)

Prerequisites: Principles of Accounting I (ACC101)**Course Credits: 3****Course Description**

This course is an introduction to computerized accounting software, designed to teach students to accomplish accounting functions using QuickBooks software. Students will learn to set-up a company including the creation of the chart of accounts, customer/vendor lists, and employee lists. Students will learn basic functions, which include invoicing customers and receiving payments from customers, entering and paying bills, paying employees and submitting payroll taxes, paying sales tax, and reconciling bank statements. Students will become familiar with reports and graphs enabling management to make appropriate business decisions.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand data files: opening and restoring back-up files
- Set-up and maintain company files, set-up users, passwords, and preferences
- Understand the sales process: sales receipts, invoices, deposits and deposit slips, sales tax, receiving payments with credit cards, credits/returns, bad debt, unearned fees, finance charges and create/customize customer reports
- Manage expenses: use class/job tracking, print/void checks, apply credits/refunds, track petty cash, and credit card charges
- Reconcile bank statements: find and correct errors, handle NSF transactions, and create/customize associated reports
- Manage inventory: activate, set-up/adjust inventory items, calculate average cost, utilize purchase orders/group items, and create/customizes associate reports
- Set up, adjust and pay sales tax, understand time and billing, and manage payroll setup and processing
- Understand the accounting functions of QuickBooks software

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC120

Complete the Horizon Financial Business scenario. Record initial start-up costs. Record two months of transactions, track inventory, and reconcile bank statements.

Required Course Texts & Course Materials

Sleeter, Doug, *QuickBooks Complete* – Version 2015/2016. Pleasanton: Sleeter Group, 2016.
Print (ISBN: 9781942417163)

Supplemental educational learning materials may include and are not limited to

May be supplied by the instructor.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Tests	45%
Career Portfolio Project	20%
Final Examination	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3

Numerical Average	Letter Grade	Quality Points
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	Introduction to Quickbooks <ul style="list-style-type: none"> • Demonstrate understanding of opening and restoring back-up files and portable files. Describe QuickBooks data files and types. • Understand how QuickBooks accomplishes accounting functions, how to use interface features, and how to access help and support • Demonstrate understanding of transactions by creating forms, lists, accounts, registers, and items.
2	<ul style="list-style-type: none"> • Complete Chapter One assessment. Sales Process <ul style="list-style-type: none"> • Demonstrate setting up customers, sales tax codes, and job numbers. • Demonstrate recording both cash sales and credit sales. • Demonstrate an understanding of undeposited funds. Create an invoice and generate invoice reports. • Demonstrate proper recording of both full and partial payments, as well as payments from credit cards. Create and print a bank deposit form.
3	<ul style="list-style-type: none"> • Complete Chapter Two assessment. Customer Transactions <ul style="list-style-type: none"> • Demonstrate an understanding of recording customer returns and credits. • Complete and apply a credit memo and print customer reports. • Demonstrate an understanding of refunding both cash and credit card customers for returns. • Understand how to record Bad Debt Expense and Finance charges. Create a customer statement and item report

4	<ul style="list-style-type: none"> • Complete Chapter Three assessment. <p>Expenses</p> <ul style="list-style-type: none"> • Demonstrate the ability to set up vendors and record expenses. Understand class tracking and job cost tracking. • Understand how to use a register for manually written checks and understand what is meant by split transactions. Demonstrate the ability to write checks with and without the accounts payable module. • Demonstrate the ability to enter bills, create the unpaid bills report, pay bills by printing checks, and void checks. • Understand how to apply a vendor credit, attach electronic documents, and handle deposits and refunds from vendors , and track petty cash and credit cards. • Demonstrate the ability to track petty cash and credit cards. Set up and understand the loan manager.
5	<ul style="list-style-type: none"> • Complete Chapter Four assessment. <p>Bank Reconciliation</p> <ul style="list-style-type: none"> • Demonstrate the ability to reconcile bank statements and correctly record bounced checks, bank errors, replacement checks, and online banking transactions.
6	<ul style="list-style-type: none"> • Complete Chapter Five assessment. <p>Reports</p> <ul style="list-style-type: none"> • Set Quickbooks preferences for reports • Create various accounting reports • Create various business management reports • Customize and memorize reports • Utilize features in reports to see detailed information
7	<ul style="list-style-type: none"> • Complete Chapter Six assessment <p>Company Setup</p> <ul style="list-style-type: none"> • Utilize 12-step process to setup new company • Use Detailed Start and EasyStep Interview to setup a company file • Setup Chart of Accounts and opening balances • Enter outstanding transactions and year-to-date information • Make various adjustments • Setup users and passwords
8	<ul style="list-style-type: none"> • Complete Chapter 7 assessment <p>Customizing</p> <ul style="list-style-type: none"> • Modify preferences • Customize menus, windows, the icon bar and display settings • Utilize various lists and custom fields

9	<ul style="list-style-type: none"> • Complete Chapter 8 assessment <p>Inventory</p> <ul style="list-style-type: none"> • Demonstrate the ability to activate the inventory function and set up inventory items, calculate the average cost of inventory, invoice for inventory items, use reminders, purchase inventory, and create purchase orders. • Understand how to receive shipments against purchase orders, create open purchase order reports, check purchase order status, enter a final shipment, and enter bill for received inventory. • Demonstrate how to convert a received item into a bill and understand the three choices if a vendor ships more than was ordered. Understand how to handle vendor overcharges. • Understand how to adjust inventory quantity and value. Demonstrate the ability to set up group items and generate inventory reports.
10	<ul style="list-style-type: none"> • Complete Chapter Nine assessment. <p>Time and Billing</p> <ul style="list-style-type: none"> • Demonstrate the ability to activate sales tax and set preferences, use sales tax items on sales forms and set up sales tax items. • Understand how to set up sales tax codes, assign sales tax codes to items, assign sales tax codes to customers, and use QuickBooks to assist in completing sales tax returns. • Demonstrate the ability to adjust sales tax payable for a sales tax discount, pay sales tax, and set up sales tax groups. Understand how to categorize revenue by Sales Tax Code.
11	<ul style="list-style-type: none"> • Complete Chapter Ten assessment. <p>Payroll Setup</p> <ul style="list-style-type: none"> • Explain the meaning of reimbursable (billable) expenses and demonstrate how to add reimbursable expenses, items, mileage and time to invoices. • Explain the meaning of two-sided items and how to use two-sided items to track reimbursable expenses and services. • Demonstrate the ability to activate time tracking and pass the billable time to the invoice. • Create reports to analyze timesheet data. • Demonstrate how to use the vehicle mileage tracer and how to handle multiple pass-throughs on a single invoice.

12	<ul style="list-style-type: none"> • Complete Chapter Eleven assessment. Payroll Processing <ul style="list-style-type: none"> • Understand the five choices for tracking payroll. Understand how to activate the payroll feature and configure payroll preferences. • Set up payroll accounts in the chart of accounts and enable the date file for payroll processing. • Demonstrate the ability to add payroll items, vendors, employee records, and year-to-date amounts. Understand the accounting behind the scenes of payroll items. • Demonstrate the ability to add and edit payroll items from the payroll item list; and release, deactivate, and reactive employees
13	<ul style="list-style-type: none"> • Complete Chapter Twelve assessment. Estimates <ul style="list-style-type: none"> • Prepare estimates • Create invoices, purchase orders and reports from estimates
14	<ul style="list-style-type: none"> • Complete Chapter 15: Horizon Financial Planning Business Scenario to finalize and submit Vision Project • Review for Comprehensive Final exam
15	Complete Final Exam

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Total Points _____/100 points

Student's Signature: _____

Date: _____

Elmira Business Institute
Student Syllabus: Intermediate Accounting I (ACC201)

Prerequisites: Principles of Accounting II (ACC102)**Course Credits: 3****Course Description**

This course is designed to expose students to advanced accounting theory. The course will include topics such as time value of money and practices as it pertains to principle items appearing on the financial statements of a corporation. The aforementioned principle items are cash, investments, receivables, inventories, and fixed assets. This course will emphasize the proper classification of accounts and format of the income statement of retained earnings, the balance sheet, and statement of cash flows using QuickBooks software.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Prepare and analyze income statement, balance sheet, and statement of cash flows; understanding uses, limitations, and unique formatting elements of each statement
- Identify challenges and objectives of financial accounting and reporting
- Discuss the role of Generally Accepted Accounting Principles considering ethical, political, and international pressures
- Complete the accounting cycle
- Analyze, classify, and journalize cash related items, including valuation, recognition, and disposition of accounts and notes receivables
- Analyze and evaluate costs flow assumptions related to inventory
- Apply the lower-of-cost-or market rule and valuation bases to inventory
- Utilize knowledge in QuickBooks to complete accounting procedures

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC 201

The student will setup a service business and record transactions for a one month period. This will involve setting up accounts, payroll, and customers/vendors as well as creating financial statements for the month.

Required Course Texts & Course Materials

Kieso, Donald E., Terry D. Warfield, and Jerry J. Weygandt. *Intermediate Accounting*. 15th ed, Vol. 1. Hoboken: John Wiley & Sons, 2012. Print. (ISBN: 9781118147276)

Supplemental educational learning materials may include and are not limited to

Websites containing the Annual Reports of the Procter and Gamble Company.

Websites containing the Annual Reports of the Coco-Cola Company

Websites containing the Annual Reports of the Pepsico, Inc. Company

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	45%
Homework	10%
Career Portfolio Project	10%
Final Exam	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7

Numerical Average	Letter Grade	Quality Points
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<ul style="list-style-type: none"> Identify the major financial statements and other means of financial reporting Explain how accounting assists in the efficient use of scarce resources Describe some of the challenges facing accounting Identify the objectives of financial reporting Explain the need for accounting standards Identify the major policy-setting bodies and their roles in the standard setting process Explain the meaning of GAAP and the role of codification for GAAP Describe the impact of user groups on the rule making process Understand issues related to ethics and financial accounting Introduce Visions Project
2	<ul style="list-style-type: none"> Understand basic accounting terminology Explain double-entry rules Identify steps in the accounting cycle Record transactions in journal, post to ledger and prepare trial balance Explain the reasons for preparing adjusting entries Prepare financial statements from the adjusted trial balance Prepare closing entries
3	<ul style="list-style-type: none"> Understand the uses and limitations of an income statement Prepare a single step income statement Prepare a multiple step income statement
4	<ul style="list-style-type: none"> Explain how to report irregular items Explain intra-period tax allocation Identify where to report earnings per share information Prepare a Retained Earnings Statement Explain how to report other comprehensive income

5	<ul style="list-style-type: none"> • Explain the uses and limitations of a balance sheet • Identify the major classifications of the balance sheet • Prepare a classified balance sheet using the report and account formats • Determine which balance sheet information requires supplemental disclosure • Describe the major disclosure techniques for the balance sheet
6	<ul style="list-style-type: none"> • Indicate the purpose of the Statement of Cash Flows • Identify the content of the Statement of Cash Flows • Prepare a Basic Statement of Cash Flows • Understand the usefulness of the statement of cash Flows
7	<ul style="list-style-type: none"> • Identify items considered "Cash" • Indicate how to report cash and related items • Define receivables and the different types of receivables • Explain Accounting issues related to recognition of accounts receivable • Explain accounting issues related to valuation of accounts receivable
8	<ul style="list-style-type: none"> • Explain accounting issues related to recognition of notes receivable • Explain accounting issues related to valuation of Notes Receivable • Explain accounting issues related to disposition of accounts and notes receivable Describe how to report and analyze receivables
9	<ul style="list-style-type: none"> • Identify major classifications of inventory • Distinguish between perpetual and periodic inventory systems • Identify the effects of inventory errors on the financial statements • Understand the items to include as inventory cost
10	<ul style="list-style-type: none"> • Describe and compare the cost flow assumptions used to account for inventory • Explain the significance and use of a LIFO reserve • Understand the effect of LIFO liquidations
11	<ul style="list-style-type: none"> • Explain the dollar-value LIFO method • Identify the major advantages and disadvantages of LIFO • Understand why companies select given inventory methods
12	<ul style="list-style-type: none"> • Describe and apply the lower of cost or market rules • Explain when companies use the relative sales value method to value inventory • Discuss accounting issues related to purchase commitments
13	<ul style="list-style-type: none"> • Determine ending inventory by applying the gross profit method • Determine ending inventory by applying the retail inventory method • Explain how to report and analyze inventory
14	<i>Review for Final</i>
15	Final Exam

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

*Career Portfolio for Workplace Skills Project*Components of the Intermediate Accounting I Career Portfolio Project:

The Project for ACC 201 will be to set up the business *Wild Water Sports, Incorporated* using the *QuickBooks, Pro*. Textbook. The student should complete the following items:

Page Number in <i>QuickBooks, Pro</i> .	Item to Complete
Pages 98-133	Set-up the business, Wild Water Sports
Pages 140-141	Continuation of Set-up
Pages 153-193	Completion of the January transactions
Print out reports	<u>Financial Reports to Print Out:</u> <ul style="list-style-type: none"> • General Ledgers for the month of January • Balance sheet standard as of January 31st • Profit-loss statement standard for the month of January • Transaction list by date for the month of January

Deadlines for the project:

Week Two: Begin working on project

Week Seven: Show completion of company accounts and payroll set-up

Week 11: Show completion of transactions through January 31st

Week 14: Completed project Due with ALL transactions and ALL reports printed with two copies submitted each with a cover sheet

Career Portfolio Project Rubric:

Item	Points Worth	Student's Points
33 Total Transactions	3 points per Transaction	
Any deductions for <u>NOT</u> printing out reports:	10 points reduction per Financial Report	
Total Points (out of 99):		

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM

Professionalism



Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Intermediate Accounting II (ACC202)

Prerequisites: Intermediate Accounting I (ACC201)

Course Credits: 3

Course Description

This course is designed to continue to expose students to advanced accounting theory. The course will include topics such as financial statement analysis. The aforementioned principle items are liabilities, contributed capital, and retained earnings. This course will use QuickBooks software to broaden the student's exposure to the advanced accounting theory and practice.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Use appropriate interest tables to solve time value of money problems
- Identify Basic time value concepts Analyze the various accounting issues relating to Long-Term Debt and identify use of proper accounting for Long-Term Debt and interest expense
- Distinguish between the various equity issues involving capitalization of a corporation and properly record the capitalization.
- Analyze the effect of Treasury Stock purchases on the financial statements
- Demonstrate an understanding of the effect of alternatives available to management in regards to dividends
- Determine the proper allocation of costs and expenses relating to acquisition of plant assets and other major expenditures
- Analyze and record the effects of disposal and exchange of Plant assets
- Analyze the effect on earnings per share of stock option plans and issuance of convertible securities
- Identify the categories of debt and equity securities and their treatment on the financial statements
- Describe and apply the revenue recognition principle
- Discuss how temporary differences in taxes result and are accounted for
- Use QuickBooks Pro 2013 software to record business transactions and create financial statements

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC 202

Each Student will continue with the business named *Wild Water Sports* created in Intermediate Accounting I using information from the *QuickBooks Pro 2013* workbook into the compatible software.

Required Course Texts & Course Materials

Kieso, Donald E., Terry D. Warfield, and Jerry J. Weygandt. *2014 FASB Update Intermediate Accounting*. 15th ed. Vol. 2. Hoboken: John Wiley & Sons, 2012. Print.
(ISBN: 9781118985328)

Supplemental educational learning materials may include and are not limited to

Websites containing the Annual Reports of the Procter and Gamble Company.

Websites containing the Annual Reports of the Coco-Cola Company

Websites containing the Annual Reports of the Pepsico, Inc. Company

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

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Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	45%
Career Portfolio Project	10%
Homework	10%
Final Examination	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
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86-89	B+	3.3
83-85	B	3.0
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70-72	C-	1.7
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65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<ul style="list-style-type: none"> • Introduce Visions Project • Identify Time value of money concept accounting topics • Distinguish between simple and compound interest • Use compound interest tables • Identify variables involved in solving interest problems • Solve future and present value problems • Solve annuity present and future value problems • Relate Bonds to present value problems • Apply expected cash flows to present value measurement
2	<ul style="list-style-type: none"> • Describe procedures for issuing long-term debt • Identify issues dealing with types of Bonds • Describe the accounting valuation for bonds at date of issuance
3	<ul style="list-style-type: none"> • Apply the methods of amortization of bond discount and premium • Describe the accounting for extinguishment of debt • Explain the accounting for long-term notes payable • Explain the reporting of off balance sheet financing • Indicate how to present and analyze long-term debt
4	<ul style="list-style-type: none"> • Discuss the characteristics of the corporate form of organization • Identify the key components of Stockholders equity • Explain the accounting procedures for issuance of stock

5	<ul style="list-style-type: none"> • Describe and explain the accounting for Treasury Stock • Explain the accounting for and reporting of preferred stock • Describe the policies used in distributing dividends • Identify the various forms of dividends • Explain the accounting for stock dividends and stock splits • Indicate how to present and analyze stockholders equity
6	<ul style="list-style-type: none"> • Describe property plant and equipment • Identify costs included in initial valuation of plant assets • Describe the accounting problems associated with self constructed assets • Describe accounting issues related to acquiring and valuing plant assets
7	<ul style="list-style-type: none"> • Describe the accounting treatment for costs subsequent to acquisition • Describe the accounting treatment for disposal of plant assets • Describe the accounting for the issuance, conversion and retirement of convertible securities
8	<ul style="list-style-type: none"> • Explain the accounting for convertible preferred stocks • Contrast the accounting for stock warrants and for warrants issued with other securities • Describe the accounting for stock compensation plans under GAAP
9	<ul style="list-style-type: none"> • Discuss the controversy involving stock compensation plans • Compute EPS in a simple capital structure • Compute EPS in a complex capital structure • Identify the 3 categories of debt securities • Describe the accounting and treatment of the categories of debt securities
10	<ul style="list-style-type: none"> • Understand the procedures for discount and premium amortization • Identify categories of equity securities • Describe the accounting and reporting of equity securities • Explain the equity method and compare it to the fair value method for equity securities • Describe the accounting for the fair value method • Discuss the accounting for impairments of debt and equity investments • Explain why companies report classification adjustments • Describe the accounting for transfer of investment securities between categories
11	<ul style="list-style-type: none"> • Apply the revenue recognition principle • Describe accounting issues for revenue recognition at point of sale • Apply the percentage of completion method for long-term contracts • Apply the completed contract method for long-term contracts • Identify the proper accounting for losses on long-term contracts • Describe the installment sales method of accounting • Explain the cost recovery method of accounting

12	<ul style="list-style-type: none">• Identify differences between pretax financial income and taxable income• Describe a temporary difference that results in future taxable amounts• Describe a temporary difference that results in future deductible amounts• Explain the purpose of a deferred tax asset valuation allowance
13	<ul style="list-style-type: none">• Describe the presentation of income tax expense in the income statement• Describe various temporary and permanent differences• Explain the effect of various tax rates and tax rate changes on deferred income taxes• Apply accounting procedures for a loss carryback and a loss carryforward
14	<i>Review for Final Exam</i>
15	Review and Final Exam

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Career Portfolio for Workplace Skills Project

Each Student will continue with the business named *Wild Water Sports* created in Intermediate Accounting I using information from the *QuickBooks Pro 2013* workbook into the compatible software. The student will record Business Events on pages 199-202; 233-259; and 264-67.

The student is required to submit two hard copies of the following *Financial Reports* for each of the three months of transactions recorded:

- Profit and Loss for each month at month end
- Balance Sheet at month end for each month
- Transaction List by Date for each month

Rubric for Career Portfolio Project

One point will be deducted for each incorrect line on the Transaction List by Date for each month and five points will be deducted for each missing report.

Checkpoints are as follows: (The instruction will supply the dates for the following check points.)

- February transactions to be completed
- March transactions to be completed
- Deadline for Completion of project

Item	Points Worth	Student's Points
99 Total Transactions	1 point per Transaction	
Any deductions for <u>NOT</u> printing out reports:	5 points reduction per Financial Report	
Total Points (out of 99):		

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL

Professionalism



Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Cost Accounting (ACC210)

Prerequisites: Principles of Accounting II (ACC102)**Course Credits: 3****Course Description**

This course is an introduction to the theory of cost accounting, including the job order, process, and standard cost systems. Emphasis is on calculations and report preparation that assist in managerial decisions; including statement of cost of goods sold, order point, economic order quantity, throughput time, inventory valuation, modified wage plans, fixed/variable costing and budgeting, application of overhead, unit cost, equivalent units, and the cost of production summary.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand and apply cost terminology
- Correctly classify the three elements of cost and understand/journalize cost flow
- Complete a Statement of Cost of Goods Manufactured and Income Statement from journal entries
- Describe the job-order cost system, the process cost system, and the standard cost system
- Calculate order point, economic order quantity, throughput time, and inventory value using average costing, FIFO, and LIFO
- Demonstrate an understanding Just-in-Time material control and back-flush costing
- Journalize entries for material, including the accounting for scrap and rework
- Calculate payroll earnings using a modified wage plan; calculate associated payroll taxes and vacation/holiday benefits. Journalize associated payroll entries, distribute to factory overhead and work in process.
- Classify expenses as fixed/variable, calculate variable rates using High-Low and Scattergraph methods, develop flexible budgets, and calculate distribution of service department expenses
- Apply overhead using the Direct Labor method, the Direct Labor Hour Method, the Machine Hour Method, and the Activity-based Costing Method
- Understand, prorate and journalize under and over applied factory overhead
- Calculate unit cost and equivalent units; allocate and journalize costs to Finished Goods and Work in Process, produce a Cost of Production Summary

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC210

The student will complete entire accounting cycle using the Hydro Paddle Boards simulation.

Required Course Texts & Course Materials

VanDerbeck, Edward. *Principles of Cost Accounting*. 17th ed. Mason: South-Western Cengage Learning. 2012. Print. (ISBN: 9781305087408)

Hortensi, José Luis. *Hydro Paddle Boards, Inc.*. Cengage Learning. 2016. Print (ISBN: 9781305671553)

Supplemental educational learning materials may include and are not limited to

To be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	45%
Homework	10%
Career Portfolio Project	10%
Comprehensive Final Examination	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

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Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>Introduction to Cost Accounting</i> <ul style="list-style-type: none"> • Explain the uses of cost accounting information • Describe the ethical responsibilities and certification requirements for management accountants, as well as corporate governance • Describe the relationship of cost accounting to financial and management accounting • Illustrate basic cost accounting procedures • Distinguish between the two basic types of cost accounting systems • Illustrate a job order cost system
2	<i>Accounting for Materials</i> <ul style="list-style-type: none"> • Recognize the two basic aspects of materials control • Specify internal control procedures for materials • Account for materials and relate materials accounting to the general ledger
3	<i>Accounting for Materials</i> <ul style="list-style-type: none"> • Account for inventories in a just-in-time (lean production) system • Account for scrap materials, spoiled goods, and defective work

4	<i>Accounting for Labor</i> <ul style="list-style-type: none"> • Distinguish between the features of hourly rate and piece-rate plans • Specify procedures for controlling labor costs • Account for labor costs and payroll taxes
5	<i>Accounting for Labor</i> <ul style="list-style-type: none"> • Prepare accruals for payroll earnings and taxes • Account for special problems in labor costing
6	<i>Accounting for Factory Overhead</i> <ul style="list-style-type: none"> • Identify cost behavior patterns • Separate semi-variable costs into variable and fixed components • Prepare a budget for factory overhead costs • Account for actually factory overhead
7	<i>Accounting for Factory Overhead</i> <ul style="list-style-type: none"> • Distribute service department factory overhead costs to production departments • Apply factory overhead using predetermined rates • Account for actual and applied factory overhead
8	<i>Process Cost Accounting- General Procedures</i> <ul style="list-style-type: none"> • Recognize the differences between job order and process cost accounting systems • Compute unit costs in a process cost system • Assign costs to inventories, using equivalent units of production with the average cost method • Prepare a cost of production summary and journal entries for one department with no beginning inventory • Prepare a cost of production summary and journal entries for one department with beginning inventory
9	<i>Process Cost Accounting- General Procedures</i> <ul style="list-style-type: none"> • Prepare a cost of production summary and journal entries for multiple departments with no beginning inventory • Prepare a cost of production summary and journal entries for multiple departments with beginning inventory • Prepare a cost of production summary with a change in the prior department's unit transfer cost

10	<p><i>Process Cost Accounting- Additional Procedures; Accounting for Joint Product and By-Products</i></p> <ul style="list-style-type: none"> • Compute unit costs when materials are not added uniformly throughout the process • Account for units lost in the production process • Account for units gained in the production process • Assign costs to inventories, using the first-in, first-out method • Identify the methods used to apportion joint costs to joint products and account for by-products
11	<p><i>The Master Budget and Flexible Budgeting</i></p> <ul style="list-style-type: none"> • Explain the general principles involved in the budgeting process • Identify and prepare the components of the master budget • Identify and prepare components of the flexible budget • Explain the procedures to determine standard amounts of factory overhead at different levels of production
12	<p><i>Standard Cost Accounting- Materials, Labor, and Factory Overhead</i></p> <ul style="list-style-type: none"> • Describe the different standards used in determining standard costs • Determine procedures for recording standard costs • Compute and analyze variances • Prepare journal entries to record variances • Examine and interpret variances • Recognize the features of a standard cost system • Account for standard costs in a departmentalized factory • Distinguish between actual and applied factory overhead • Compute variances using the two-variance method • Compute variances using the four-variance method • Compute variances using the three-variance method
13	<p><i>Cost Analysis for Management Decision Making</i></p> <ul style="list-style-type: none"> • Compute net income under variable and absorption costing • Discuss the merits and limitations of variable costing • Define segment profitability and distinguish between direct and indirect costs • Compute the break-even point and the target volume needed to earn a certain profit • Calculate the contribution margin ratio and the margin of safety ratio • Discuss the impact of income tax on break-even computations • Use differential analysis to make special decisions • Identify techniques for analyzing and controlling distribution costs

14	Finalize and submit Career Skills for the Workplace Project Review for Final Examination
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM

Professionalism



Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL

Professionalism



Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Income Tax (ACC220)

Prerequisites: Principles of Accounting I (ACC101)**Course Credits: 3****Course Description**

This tax course introduces students to basic tax principles that are designed to meet specific economic and social goals. The course assignments show students how the tax law is executed while they complete thirty-plus individual tax returns. Upon successful completion of this course, the students will be able to prepare individual tax returns dealing with various sources of income and expenses while leaving a clear, concise audit trail and be able to offer tax-planning advice to individual taxpayers.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Describe entities subject to tax and utilize the tax formula correctly
- Determine the tax treatment for significant elements of gross income
- Understand and apply passive income and loss rules, as well as appropriate tax treatment for retirement plans
- Demonstrate an understanding of self-employment income and deductions
- Develop an understanding of itemized deductions enabling the completion of a Schedule A
- Understand and calculate tax credits
- Account for capital gains and losses
- Understand employer reporting requirements and prepare a 941, 940, W-2, W-4, and 1040-ES
- Understand the Internal Revenue Service structure, audit process, and rulings that apply to tax practitioners
- Complete complex returns for individual taxpayers and self-employed individuals demonstrating the mastery of information literacy as it applies to income tax terminology

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC220

The Career Portfolio for Workplace Project for this course will be the completion of a progressive simulation allowing the student to prepare 1040 Forms and appropriate schedules.

Required Course Texts & Course Materials

Whittenburg, Gerald E. and Martha Altas-Buller. *Income Tax Fundamentals 2016*. Australia: South-Western/Cengage Learning, 2016. Print. (ISBN: 13-9781305664487)

Supplemental educational learning materials may include and are not limited to
IRS website using Publications 521 and 463

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	45%
Homework	10%
Career Portfolio Project	10%
Comprehensive Final Examination	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it

is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	The Individual Income Tax Return <ul style="list-style-type: none"> • Understand the history and objectives of U.S. tax law. • Describe the different entities subject to tax and reporting requirements • Understand and apply the tax formula for individuals. • Identify individuals who must file tax returns and select their correct filing status. • Calculate the number of exemptions and the exemption amounts for taxpayers. • Compute basic capital gains and losses. • Access and use various Internet tax resources.
2	Gross Income <ul style="list-style-type: none"> • Understand and apply the definition of gross income. • Determine the tax treatment of significant elements of gross income such as interest, dividends, alimony, and prizes. • Calculate the taxable and nontaxable portions of annuity payments.
3	Exclusions <ul style="list-style-type: none"> • Understand the tax rules for significant exclusions from gross income including life insurance benefits, inheritances, scholarships, health insurance benefits, meals, and lodging, municipal bond interest, and fringe benefits. • Apply the rules governing inclusion of Social Security payments as income.
4	Business Income and Expenses, Part I <ul style="list-style-type: none"> • Apply the tax rules for rental property and vacation homes. • Explain the treatment of passive income and losses. • Identify the tax treatment of various deductions for adjusted gross income, including bad debts, cost of goods sold, and net operating losses.

5	<p>Business Income and Expenses, Part I</p> <ul style="list-style-type: none"> • Understand the treatment of Individual Retirement Accounts (IRAs) • Explain the general contribution rules for Keogh and Simplified Employee Pension (SEP) plans. • Describe the general rules for qualified retirement plans and 401(k) plans. • Explain the pension plan rollover rules.
6	<p>Business Income, and Expenses, Part II</p> <ul style="list-style-type: none"> • Classify self-employed and employee expense deductions for adjusted gross income and from adjusted gross income. • Identify the requirements for deducting travel and transportation expenses and be able to complete Form 2106. • Ascertain when a home office deduction may be claimed and how the deduction is computed. • Determine the requirements for claiming other common business expenses such as entertainment, education, uniforms, and business gifts.
7	<p>Business Income and Expenses, Part II</p> <ul style="list-style-type: none"> • Complete a basic Schedule C (Profit or Loss from Business). • Understand the special rules applicable to moving expenses. • Apply the factors used to determine whether an activity is a hobby, and understand the tax treatment of hobby losses.
8	<p>Midterm</p> <p>Itemized Deductions and Other Incentives</p> <ul style="list-style-type: none"> • Understand the nature and treatment of medical expenses. • Calculate the itemized deduction for taxes. • Apply the rules for an individual taxpayer's interest deduction. • Determine the charitable contributions deduction. • Compute the deduction for casualty and theft losses. • Identify miscellaneous itemized deductions. • Understand the basic theory behind the itemized deduction and exemption phase-outs for high-income taxpayers for years prior to and subsequent to 2010. • Understand the tax implications of using educational savings vehicles.
9	<p>Credits and Special Taxes</p> <ul style="list-style-type: none"> • Calculate the child tax credit. • Determine the earned income credit (EIC). • Compute the child and dependent care credit for an individual taxpayer. • Apply the special rules applicable to the American Opportunity and lifetime learning credits.

10	<p>Chapter 6: Credits and Special Taxes</p> <ul style="list-style-type: none"> • Understand the operation of the foreign tax credit, the adoption credit, and the energy credits. • Understand the basic alternative minimum tax calculation. • Apply the rules for computing tax on the unearned income of minor children and certain students. • Distinguish between the different rules for married taxpayers residing in community property states when filing separate returns.
11	<p>Capital Gains and Losses</p> <ul style="list-style-type: none"> • Define the term “capital asset” and the holding period for long-term and short-term capital gains. • Calculate the gain or loss on the disposition of an asset. • Compute the tax on long-term and short-term capital assets. • Understand the treatment of Section 1231 assets and the various recapture rules. • Know the general treatment of casualty losses for both personal and business purposes. • Understand the provisions allowing deferral of gain on installment sales, like-kind exchanges, involuntary conversions, and the gain exclusion for personal residences.
12	<p>Withholding, Estimated Payments, and Payroll Taxes</p> <ul style="list-style-type: none"> • Compute the income tax withholding from employee wages. • Determine taxpayers’ quarterly estimated payments. • Understand the FICA tax, the federal deposit system, and employer payroll reporting. • Calculate the self-employment tax (both Social Security and Medicare portions) • Compute the amount of FUTA tax for an employer. • Apply the special tax and reporting requirements for household employees (the nanny tax).
13	<p>Tax Administration and Tax Planning</p> <ul style="list-style-type: none"> • Identify the organizational structure of the IRS. • Understand the IRS audit process. • Define the common penalties for taxpayers and tax preparers and be able to apply them to specific situations. • Apply the general rule for the statute of limitations on tax returns and the general rule. • Describe the rules that apply to tax practitioners and the Taxpayer Bill of Rights. • Understand the basic concepts of tax planning.

14	Finalize and submit Career Skills for the Workplace Project Review for Comprehensive Final exam
15	Complete Comprehensive Final exam

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Career Portfolio Project Rubric

Item	Points Worth	Student's Points
100 Total Transactions	1point per Transaction	
Total Points (out of 100):		

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes_____No_____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Auditing (ACC221)

Prerequisites: Intermediate Accounting I (ACC201)

Course Credits: 3

Course Description

This course will include discussions of current accounting and audit issues with a case study approach. The topics will include auditing standards in a public setting, the audit opinion formulation process, approaches to professional codes of ethics, the nature of risk, internal control over financial reporting, performing an integrated audit, and the framework for audit evidence.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Explain the need for a structured process by the auditing profession
- Explain how the regulatory actions address the causes of corporate governance failures
- Analyze professional audit judgments using a decision making framework
- Apply analytical procedures to identify areas having an elevated risk of misstatement in financial statements
- Apply the COSO Internal Control, Integrated Framework to evaluate the effectiveness of internal control
- Apply concepts of internal control and audit evidence

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC221

The student will complete an integrated Project using the text entitled, *Comprehensive Assurance and Systems Tool: An Integrated Practice Set*. The student will complete an “entire company audit” using the text. The Project will be graded on a case study bases using the Case Analysis Evaluation Rubric.

Required Course Texts & Course Materials

Arens, Alvin A., Randal J. Elder, and Mark S. Beasley. *Auditing and Assurance Services: An Integrated Approach*. 16th ed. Boston: Prentice Hall, 2015. Print. (ISBN: 9780134065823)

Ingraham, Laura R., Gregory J. Jenkins, and Laura R. Ingraham. *Comprehensive Assurance & Systems Tool: An Integrated Practice Set*. 3rd ed. Boston: Prentice Hall, 2014. Print. (ISBN: 9780133251968)

Supplemental educational learning materials may include and are not limited to
To be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

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Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	45%
Homework	10%
Career Portfolio Project	10%
Comprehensive Final Examination	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
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Numerical Average	Letter Grade	Quality Points
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Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
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Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>Auditing: Integral to the Economy</i> <ul style="list-style-type: none"> • Introduction to the Public Accounting Profession • Audit Standards Setting in the Public Accounting Profession • An Overview of the Audit Opinion Formulation Process
2	<ul style="list-style-type: none"> • Other Assurance and Attestation Services Provided by Public Accounting Firms • Other Auditing Professions <i>Corporate Governance and Audits</i> <ul style="list-style-type: none"> • What is Corporate Governance? • Role of Audit Committees • Corporate Governance and The Audit
3	<i>Judgmental and Ethical Decision-Making Frameworks and Associated Professional Standards</i> <ul style="list-style-type: none"> • Introduction • A General Decision-Making Framework • An Ethical Decision-Making Framework
4	<ul style="list-style-type: none"> • The Sarbanes-Oxley Act of 2002 as a Reaction to Ethical Lapses • Approaches to Professional Codes of Ethics • Further Considerations regarding Auditor Independence
5	<ul style="list-style-type: none"> • The role of Professional Skepticism in Auditors' Judgments • <i>Ford and Toyota Case</i>, pg. 122
6	<i>Audit Risk, Business Risk, and Audit Planning</i> <ul style="list-style-type: none"> • Nature of Risk • Managing Engagement Risk through Client Acceptance and Retention Decisions. • Managing Audit Risk

7	<ul style="list-style-type: none"> • Planning the Audit Using the Audit Risk Model • Implementing the Audit Risk Approach • Preliminary Financial Statement Review • <i>Ford and Toyota Case</i>, pg. 186
8	<i>Midterm</i> <i>Internal Control over Financial Reporting</i> <ul style="list-style-type: none"> • Importance of Internal Control to Financial Statement Audits • COSO: A Framework for Internal Control
9	<ul style="list-style-type: none"> • Management Evaluation of Internal Controls • Auditor Evaluation of Internal Controls • <i>Ford and Toyota Case</i>, pg. 265
10	<i>Performing an Integrated Audit</i> <ul style="list-style-type: none"> • Auditing Standards for the Integrated Audit • Audit Reports on Internal Control over Financial Reporting
11	<ul style="list-style-type: none"> • Steps in an Integrated Audit • Integrated Audit Example: Judging the severity of control deficiencies and implications for the Financial Statement Audit
12	<i>Chapter 7: A Framework for Audit Evidence</i> <ul style="list-style-type: none"> • Overview of the Audit Evidence Framework • Assertion Model for Financial Statement Audits • The Economics of Gathering Appropriate, Sufficient Evidence
13	<ul style="list-style-type: none"> • Nature of Audit Testing • Audit Procedures • Audit Programs and Documenting Audit Evidence
14	<i>Tools Used in Gathering Audit Evidence</i> <ul style="list-style-type: none"> • Overview of Tools to Gather Audit Evidence • Gathering Sample Evidence about Control Effectiveness • Using Sampling to Gather Evidence about misstatements in Account Balances and Assertions • Using Generalized Audit Software to Obtain Evidence • Using Substantive Analytical Procedures to Gather Evidence about Accounts and Assertions
15	Review Material and Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM

Professionalism



Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
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Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Investments (ACC230)

Prerequisites: Principles of Accounting II (ACC102)**Course Credits: 3****Course Description**

This course is an introduction to financial instruments and the markets in which they trade. The student will gain the basic knowledge for investment in the securities market.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand the value of financial planning and goal setting
- Analyze various investment instruments and opportunities
- Understand investment companies and their procedures
- Understand analysis of the basics of investment
- Define and analyze securities markets, stocks, bonds, and mutual bonds
- Define and plan an investment portfolio

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC230

Using the resources gained from the classroom, the student will develop a portfolio for an investor client. The student will complete the portfolio by:

- Explaining the importance of the individual's perception of efficient financial markets to his/her investment strategy.
- Identifying the financial goals and assets that will be the appropriate financial goals of the investment client.
- Construct an individual's balance sheet and cash budget for the investment client
- Determine the individual's net worth and/or estate at the present time and upon time of retirement.

Required Course Texts & Course Materials

Mayo, Herbert B.; *Investments: An Introduction*. 11th ed. Mason: Thomson South Western Cengage Learning, 2011. Print. (ISBN: 9781133935995)

Supplemental educational learning materials may include and are not limited to

“Articles on- line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Derivates and Alternative Investments. Boston, Mass: Pearson Custom Publ, 2009. Print. (ISBN: 9780558160227)

Equity and Fixed Income. Boston, Mass: Pearson Custom Publ, 2009. Print. (ISBN: 9780558160210)

Wiedemer, David, Robert A. Wiedemer, and Cindy S. Spitzer. *Aftershock: Protect Yourself and Profit in the Next Global Financial Meltdown*. Hoboken, N.J: John Wiley & Sons, 2014. Print. (ISBN: 9780470481561)

Pond, Jonathan D. *Grow Your Money!: 101 Easy Tips to Plan, Save, and Invest*. New York, NY: Collins, 2008. Print. (ISBN: 9780061121401)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	15%
Career Portfolio Project	10%
Examinations	45%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7

Numerical Average	Letter Grade	Quality Points
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since

attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support***Tutoring***

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	<p><i>An Introduction to Investments</i></p> <ul style="list-style-type: none"> • Explain why individual should specify investment goals. • Distinguish between primary and secondary markets, risk and speculation, liquidity, and marketability. • Identify sources of risk and the sources of return. • Differentiate between efficient and inefficient markets.
2	<p><i>The Creation of Financial Assets</i></p> <ul style="list-style-type: none"> • Explain the roles of the investment banker and the financial intermediary. • Illustrate the flow of funds from savers to firms. • Identify the components necessary for the sale of securities to the general public. • Differentiate an underwriting from a best-effort sale of securities. • Contrast the various financial instruments offered by commercial banks and other depository institutions. • Distinguish money market mutual funds from commercial banks and savings banks. • List several money market instruments. <p><i>Securities Markets</i></p> <ul style="list-style-type: none"> • Explain the role of market makers and distinguish between securities exchanges and over-the-counter markets. • List the services provided by brokers and brokerage firms. • Differentiate between the types of security orders and identify the costs of investing in securities. • Contrast cash and margin accounts. • Contrast long and short positions and explain the source of profit from each. • Define American Depositary Receipts (ADRs) and explain their advantages. • State the purpose of the Securities and Exchange Commission (SEC) and the Securities Investors Protection Corporation (SIPC) and the role of regulation in securities markets.

3	<p><i>Time Value of Money</i></p> <ul style="list-style-type: none"> • Explain why a dollar received tomorrow is not equal in value to a dollar received today. • Differentiate between compounding and discounting. • Distinguish among the future value of \$1, the future value of an annuity of \$1, the present value of \$1, and the present value of an annuity of \$1. • Solve problems concerning the time value of money. <p><i>Chapter 5: The Tax Environment</i></p> <ul style="list-style-type: none"> • Identify the taxes that affect investment decision making. • Define progressive, proportionate, and regressive taxes. • Illustrate how capital losses are used to offset capital gains and ordinary income. • Explain how pension plans, IRA's, Keogh accounts, and 401(k) accounts are tax shelters. • Explain the tax advantages associated with municipal bonds, annuities, and life insurance. • Differentiate between estate and inheritance taxes.
4	<p><i>Risk and Portfolio Management</i></p> <ul style="list-style-type: none"> • Identify the sources of risk. • Identify the relationship between securities that are necessary to achieve diversification. • Contrast the sources of return and differentiate between expected and realized returns. • Explain how standard deviations and beta coefficients measure risk, and interpret the difference between beta coefficients of 1.5, 1.0, and 0.5. • Contrast efficient and inefficient portfolios and identify which portfolio the individual will select. • Compare the explanation of a stock's rerun according to the Capital Asset Pricing Model and arbitrage pricing theory.
5	<p><i>Investment Companies: Mutual Funds</i></p> <ul style="list-style-type: none"> • Differentiate between closed-end and open-end investment companies. • Define net asset value. • Identify the costs of investing in mutual funds. • Differentiate between loading fees, exit fees, and 12b-1 fees. • List the advantages offered by mutual funds. • Distinguish among the types of mutual funds based on their portfolios or investment strategies. • Differentiate between an actively managed portfolio and a passively managed index fund. • Identify factors to consider when selecting a specific mutual fund. • Compare performance on the basis of risk and return. <p><i>Closed-End Investment Companies</i></p> <ul style="list-style-type: none"> • Differentiate between closed-end and open-end investment companies. • Describe the difference between shares selling for a discount and shares selling for a premium.

	<p>Continued</p> <ul style="list-style-type: none"> Identify the sources of return from an investment in a closed-end investment company. Describe the features and advantages associated with exchange-traded funds. Explain why the expenses associated with operating an exchange-traded fund may be less than the expenses incurred by most mutual funds. Explain how investment companies facilitate executing an asset allocation policy. Explain the importance of asset allocation to the determination of a portfolio's return.
6	<p><i>The Valuation of Common Stock</i></p> <ul style="list-style-type: none"> Identify the components of an investor's required rate of return. Distinguish between required and expected returns. Examine the determinants of a stock's price. Calculate the value of a stock using a simple present value mode. Explain how to use P/E ratios, price-to-sales ratios, price-to-book ratios, and PEG ratios to select stocks. Differentiate the three forms of the efficient market hypothesis. Describe several anomalies that are inconsistent with the efficient market hypothesis.
7	<p><i>Investment Returns and Aggregate Measures of Stock Markets</i></p> <ul style="list-style-type: none"> Differentiate between a simple price-weighted average, a value-weighted average, an equal-weighted average, and a geometric average. Contrast the composition and method of calculation of aggregate measure of the stock market. Explain the differences among the holding period return, an average rate of return, and the true annual rate of return. Compute the rate of return on an investment. Compare the results of various studies concerning the rates of return earned on investments in common stock. Compare the risks and returns associated with alternative investments based on the Ibbotson Associates studies of returns. Identify the advantages associated with dollar cost averaging and averaging down.
8	<p><i>Midterm</i> <i>Dividends</i></p> <ul style="list-style-type: none"> List the important dates for dividend payments. Explain why changes in dividends generally follow changes in earnings. Determine the impact of stock dividends and stock splits on the earning capacity of the firm. Explain the effect of stock splits and stock dividends on the price of a stock and on the stockholder's wealth. Identify the advantages of dividend reinvestment plans. Analyze the tax implications of dividend reinvestment plans, stock repurchases, U liquidations. Estimate the growth rate in a firm's cash dividend.

	<p><i>Continued</i></p> <p><i>The Macroeconomic Environment for Investment Decisions</i></p> <ul style="list-style-type: none"> • Define gross domestic product and specify its components. • Specify the factors that affect a specific rate of interest. • Describe the tools of monetary policy and the mechanics of open market operations. • Contrast the measures of the money supply. • Explain how monetary and fiscal policy and a federal government deficit or surplus may affect securities prices. • Differentiate cyclical from stable industries and identify factors that affect the performance of an industry.
9	<p><i>Analysis of Financial Statements</i></p> <ul style="list-style-type: none"> • Differentiate between (a) the current ratio and the quick ratio; (b) accounts receivable turnover and the average collection period; (c) gross profit margin, operating profit margin, and net profit margin; and (d) the return on assets and the return on equity. • Identify which ratios are of primary interest to creditors and stockholders. • Apply ratios to analyze the financial statements of a firm. • Compare a firm's ratios with those of other firms in its industry. • Locate internet sources that provide an analysis of a firm's financial statements. • Analyze the sources and uses of a firm's cash. • Explain why cash and earnings are not synonymous and how a firm could operate at a loss and generate cash. <p><i>Behavioral Finance and Technical Analysis</i></p> <ul style="list-style-type: none"> • Explain how behavior affects investment decisions. • State the purpose of technical analysis. • Differentiate among the various technical indicators. • Calculate a moving average. • Interpret resistance and support lines. • Construct a portfolio based on the Dogs of the Dow. • Explain the implications of research concerning technical analysis.
10	<p><i>The Bond Market</i></p> <ul style="list-style-type: none"> • Describe the features common to all bonds. • Explain the purpose of the indenture and the role of the trustee. • Identify the sources of risk to the bondholder. • Describe the procedure of buying a bond and the paying or receiving of accrued interest. • Differentiate among the types of corporate bonds. • Differentiate the variety of high-yield bonds, their sources of risk, and realized returns. • Distinguish among the ways bonds are retired. <p><i>The Valuation of Fixed-Income Securities</i></p> <ul style="list-style-type: none"> • Determine the price of a bond. • Isolate the factors that affect a bond's price. • Explain the relationship between changes in interest rates and bond prices.

	<p>Continued</p> <ul style="list-style-type: none"> • Differentiate among current yield, yield to maturity, and yield to call. • Illustrate how discounted bonds may be used to help finance on an individual's retirement. • Explain how the reinvestment of earned interest affects the investor's realized return. • Illustrate the relationship between a bond's duration and its price volatility. • Differentiate active and passive strategies for the management of bond portfolios. • Compare and contrast bonds and preferred stock
11	<p><i>Government Securities</i></p> <ul style="list-style-type: none"> • Distinguish among the types of federal government debt. • Identify the sources of risk from investing in federal government securities. • Distinguish between the federal government's moral obligation and its full faith and credit obligations to its agencies' debt. • Isolate the primary advantage of state and local debt. • Illustrate how to equalize yields on corporate and state and local debt. • Differentiate revenue bonds from general obligation bonds. • Compare Treasury bonds, T-bills, inflation-indexed securities, federal agency debt, municipal bonds, and anticipation notes. <p><i>Convertible Bonds and Convertible Preferred Stock</i></p> <ul style="list-style-type: none"> • Describe the features common to all convertible bonds. • Determine the <i>floor</i>, or minimum price, of a convertible bond. • List the factors that affect the price of a convertible bond. • Identify the two premiums paid for a convertible bond. • Explain why the two premiums are inversely related. • Compare convertible bonds with convertible preferred stock. • Explain the advantage offered by a put bond.
12	<p><i>Introduction to Options</i></p> <ul style="list-style-type: none"> • Define the word <i>option</i> as it applies to securities and differentiate between an option's market value and its intrinsic value. • Identify the risks associated with purchasing an option and the factors affecting an option's time premium. • Differentiate the profit and loss from writing a covered call option versus a naked call option. • Explain the relationship between the price of a stock and a put option. <ul style="list-style-type: none"> • Compare buying a put with selling short. • Identify the advantages offered by stock index options. • Differentiate warrants and rights offerings from call options. <p><i>Option Valuation and Strategies</i></p> <ul style="list-style-type: none"> • Determine the relationship between the value of an option and the variables specified in the Black-Scholes option valuation model. • Calculate the value of a call option using the Black-Scholes option valuation model. • Illustrate how arbitrage ensures that a change in the market for stock is transferred to the market for options and vice versa.

	<p><i>Continued</i></p> <ul style="list-style-type: none"> • Explain how the hedge ratio is used to reduce the risk associated with a position in a stock. • Determine the potential profits and losses from option strategies. • Differentiate speculative from risk management strategies using options. • Explain how incentive-based stock options may affect a firm's earnings.
13	<p><i>Commodity and Financial Futures</i></p> <ul style="list-style-type: none"> • Define a futures contract and differentiate between the long and short positions in a commodity futures contract. • Contrast the role of margin in the stock market with its role in the commodity futures markets. • Distinguish speculators from hedgers and describe the role played by each in the futures markets. • Identify the forces that determine the price of a commodity futures contract. • Demonstrate how speculators may earn profits or suffer losses in financial and currency futures. • Explain how programmed trading links the futures and stock markets. • Demonstrate how futures and swaps help manage risk.
14	<p><i>Investing in Foreign Securities</i></p> <ul style="list-style-type: none"> • Enumerate the advantages and risks associated with foreign investments. • Define foreign exchange, foreign exchange markets, and exchange rate risk and contrast devaluation and revaluation. • Differentiate balance of payments from balance of trade and the current account from the capital account. • Explain how hedging is used to reduce exchange rate risk. • Explain how and why foreign investments diversify a domestic portfolio. • Use exchange-traded funds to make foreign investments. <p><i>Investing in Nonfinancial Assets: Collectibles, Natural Resources, and Real Estate</i></p> <ul style="list-style-type: none"> • Compare the sources of risk and return from investing in nonfinancial assets and financial assets. • Explain the role of auctions, dealers, and secondary markets for nonfinancial assets. • List the mediums for investing in gold, metals, and other natural resources. • Demonstrate the importance of the inelasticity of supply for investing in resources. • Differentiate the means for investing in real estate. • Compare the sources of funds to finance the purchase of a home. • Determine the cash flow from an investment in rental properties and the importance of funds from operations to the valuation of real estate investments. • Distinguish among the types of real estate investment trusts (REITs). • Differentiate hedge funds from mutual funds with regard to risk, returns, and expenses.

15	<i>Final Evaluation</i> <i>Portfolio Planning and Management in an Efficient Market Context.</i> <ul style="list-style-type: none">• Identify financial goals and the assets that are appropriate to meet the goals.• Construct an individual's balance sheet and cash budget.• Determine an individual's net worth or estate.• Explain the importance of the individual's perception of efficient financial markets to him/her or his/her investment strategy.
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Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

Elmira Business Institute

Student Syllabus: Math Essentials (BUS002)

Prerequisites: Score on the placement assessment

Course Credits: 0

Co-requisites: Business Mathematics (BUS105)

Course Description

This course is designed to provide the most fundamental background needed for college-level mathematics and skills required for many business applications of mathematics. Topics covered include basic computation with fractions, decimals and percentages, measurement in both metric and English units, elementary geometry, graphs, and basic algebra.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate a knowledge of whole numbers in words and standard form
- Demonstrate a knowledge of adding, subtracting, multiplying, and dividing whole numbers, integers, fractions, and mixed numbers
- Understand and perform the order of operations and estimation
- Understand and identify the place value of a digit in decimal form
- Demonstrate how to write ratios in fraction form
- Define and understand American units of length
- Understand and explain the meaning of percent
- Demonstrate how to write percentages as fractions and decimals
- Demonstrate the knowledge of translating percent sentences to percent equations
- Demonstrate the applications of percent in real-world applications
- Use variables to state properties of addition, multiplication, and division
- Solve basic algebraic equations
- Understand and identify points, lines, and planes
- Demonstrate increased skill and confidence in all of the outcomes listed in BUS105 (Business Mathematics)

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS002

None

Required Course Texts & Course Materials

Deitz, James E. *Contemporary Business Mathematics for Colleges*. 17th Ed. Mason: Cengage Learning, 2013. Print. (ISBN: 9781305506688)

Basic Calculator

Supplemental educational learning materials may include and are not limited to

Supplemental problems assigned by the instructor

Potter, Lawrence. *Mathematics Minus Fear: How to Make Math Fun and Beneficial to Your Everyday Life*. New York, NY: Pegasus Books, 2012. Print. (ISBN: 9781605983769)

Assessment

This course is graded on a Pass/Fail grading scale. Attendance is mandatory and must remain above 68 percent. Students who actively participate in the course and complete all activities, assignments, and quizzes while maintaining an attendance record of 68 percent or higher will earn a grade of “Pass” for the course. Students who fail to meet these requirements will receive a grade of “Fail” and will repeat the course.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government’s definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Pass (attendance/professionalism average)

P= 68% or higher

Fail

F=repeat BUS 002

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization’s dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business, or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>Whole Numbers</i> <ul style="list-style-type: none"> • Understanding, Adding, Subtracting, Multiplying, and Dividing Whole Numbers • Exponents and the Order of Operations • Rounding and Estimating • Solving Applied Problems Involving Whole Numbers
2	<i>Fractions</i> <ul style="list-style-type: none"> • Understanding, Simplifying, Converting, Multiplying, Dividing, Adding, Subtracting Fractions • Finding the Least Common Denominator and Creating Equivalent Fractions • Solving Applied Problems Involving Fractions
3	<i>Decimals</i> <ul style="list-style-type: none"> • Using Decimal Notation • Comparing, Ordering, and Rounding , Adding, Subtracting, Multiplying, and Dividing Decimals • Converting Fractions to Decimals and the Order of Operations • Estimating and Solving Applied Problems Involving Decimals
4	<i>Ratio and Proportion</i> <ul style="list-style-type: none"> • Rates, Solving Proportions, Solving Applied Problems
5	<i>Percent</i> <ul style="list-style-type: none"> • Understanding Percent • Changing Between Percentages, Decimals, and Fractions • Solving Percent Problems Using Proportions • Solving Applied Percent Problems • Solving Commission, Percent of Increase or Decrease, and Interest Problems.
6	<i>Measurement</i> <ul style="list-style-type: none"> • American and Metric Units of Length, Volume, and Weight • Converting Units • Solving Applied Measurement Problems
7	<i>Signed Numbers</i> <ul style="list-style-type: none"> • Adding, Subtracting, Multiplying, and Dividing Signed Numbers • Order of Operations • Scientific Notation
8	<i>Midterm</i>

9	<i>Introduction to Algebra</i> <ul style="list-style-type: none"> • Variables and Like Terms • The Distributive Property • Solving Equations Using the Addition, Division, or Multiplication Property • Solving Equations Using Two Properties • Translating English to Algebra • Solving applied Problems
10	<i>Statistics</i> <ul style="list-style-type: none"> • Circle Graphs • Bar and Line Graphs • Histograms • Mean, Median, and Mode
11	<i>Geometry</i> <ul style="list-style-type: none"> • Angles, Rectangles, Squares, Parallelograms, Trapezoids, Rhombuses, Triangles, Square Roots, Pythagorean Theorem, Circles, Volume, Similar Geometric Figures, Solving Applied Problems
12	<i>Review and Extra Practice with Corresponding Business Mathematics Concepts</i>
13	<i>Review and Extra Practice with Corresponding Business Mathematics Concepts</i>
14	<i>Review and Extra Practice with Corresponding Business Mathematics Concepts</i>
15	<i>Final Examination</i>

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM



Professionalism

Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points _____/100 points

Student's Signature: _____

Date: _____

Elmira Business Institute
Student Syllabus: Business Mathematics (BUS105)

Prerequisites: None**Course Credits:** 3**Co-requisites:** Mathematics Essentials (BUS002)**Course Description**

This course provides the fundamental mathematical concepts of arithmetic operations, fractions, decimals, equations and percentages. These fundamentals are then applied to solve problems in business procedures including checking accounts, payroll, commissions, discounts, simple and compound interest, basic business statistics, and promissory notes.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Recognize and identify proper mathematical operations
- Demonstrate the ability to quickly and accurately calculate various mathematical operations
- Comprehend mathematical reasoning to solve word problems
- Compute discounts and percentages as they apply to business
- Compute commission and payroll records
- Analyze and compare banking, simple interest, promissory notes, and interest variables as they apply to business
- Know, define, apply, and classify various weights of measurement systems
- Demonstrate a basic understanding of central tendencies, i.e., mean, median, mode, standard deviation

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS105

None

Required Course Texts & Course Materials

Deitz, James E. *Contemporary Business Mathematics for Colleges*. 17th Ed. Mason: Cengage Learning, 2013. Print. (ISBN: 9781305506688)
Calculator

Assessment

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	10%
Quizzes	40%
Midterm/Comprehensive Final Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Please keep in mind that plagiarism includes:

- Copying another person’s work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

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Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to

search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson #</i>	<i>Topic(s)</i>
1	<i>Fundamentals</i> <ul style="list-style-type: none"> • Use shortcuts to add, subtract, multiply, and divide rapidly and accurately • Estimate answers before doing calculations
2	<i>Fractions</i> <ul style="list-style-type: none"> • Change improper fractions and mixed numbers • Change fractions to lower and higher terms • Add fractions and mixed numbers • Subtract fractions and mixed numbers • Multiply fractions, mixed numbers, and whole numbers • Divide fractions, mixed numbers, and whole numbers
3	<i>Decimals</i> <ul style="list-style-type: none"> • Read and round decimal numbers • Add two or more decimal numbers • Subtract one decimal number from another • Multiple two decimal numbers • Divide one decimal number by another decimal number • Multiply and divide by decimal numbers that end with zeros • Approximate products and quotients
4	<i>Word problems, Equations and Measurements</i> <ul style="list-style-type: none"> • Use a systematic approach to solve word problems • Apply formulas to solve rate, time, and distance problems • Solve simple numerical equations • Metric measurements: converting units • Recognize numerical relationships in a series • Do quick mental calculations through a process of rounding numbers
5	<i>Percentages</i> <ul style="list-style-type: none"> • Change percentages to decimals • Change fractions and decimals to percentages • Find Base, Rate, and Percentage • Use percentages to measure increase and decrease • Use percentages to allocate overhead expenses
6	<i>Banking</i> <ul style="list-style-type: none"> • Maintain a checking account • Reconcile a bank statement with a checkbook balance

7	<i>Payroll</i> <ul style="list-style-type: none"> • Prepare a payroll register • Compute federal income tax withholding amounts • Compute Social Security, Medicare, and other withholdings • Complete an employee's earnings record • Compute an employee's earnings record • Compute an employer's quarterly federal tax return • Compute an employer's federal and state unemployment tax liability
8	Midterm Exam
9	<i>Commissions</i> <ul style="list-style-type: none"> • Compute sales commissions and gross pay • Compute graduated sales commissions • Compute sales and purchases for principals
10	<i>Discounts</i> <ul style="list-style-type: none"> • Compute trade discounts • Compute a series of trade discounts • Compute the equivalent single discount rate for a series of trade discounts • Compute cash discounts and remittance amounts for fully paid invoices • Compute cash discounts and remittance amounts for partially paid invoices
11	<i>Simple Interest</i> <ul style="list-style-type: none"> • Compute simple interest with time in years or months • Compute ordinary simple interest, using a 360-day year • Compute exact simple interest, using a 365-day year • Compare ordinary simple interest and exact simple interest • Estimate exact simple interest computations • Compute the Principal, Rate, and Time from the basic interest formula
12	<i>Compound Interest</i> <ul style="list-style-type: none"> • Compute future values from tables and formulas • Compute present values from future value tables • Compute using present value tables and formulas
13	<i>Promissory Notes</i> <ul style="list-style-type: none"> • Compute the number of interest days of a promissory notes • Determine the due date of a promissory note • Compute the maturity value of a promissory notes • Discount a promissory note • Compute the proceeds and actual interest rate on a bank discount loan • Compute the savings from borrowing money to take a cash discount

14	<i>Business Statistics</i> <ul style="list-style-type: none">• Compute the mean• Determine the median, and the mode• Construct frequency tables• Construct histograms• Construct bar graphs, line graphs, and pie charts
15	Cumulative Final Examination Part 1 & 2

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL



onalism

Rubric

Student's Signature: _____

Date: _____

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

Elmira Business Institute
Student Syllabus: Principles of Management (BUS115)

Prerequisites: None**Course Credits: 3****Course Description**

This course addresses the organization and operation of retail, wholesale, and service businesses in the form of proprietorship, partnership, and corporations. The course defines common forms of business and the process of starting and running a business is studied, including where federal and state assistance may be obtained, the pros and cons of ownership, and advantages and disadvantages of franchising. Emphasis is placed on planning (strategic and tactical), critical thinking, and leadership styles.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Define basic functions of management
- Describe current laws regulating to employment practices
- Use case studies to prove an understanding of ethical, economic, and managerial factors/considerations
- Address the cultural and diversity differences among different forms of business
- Complete a final project that may be designed and/or approved by the instructor. Note: Research and Business Plan rubrics will vary.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS115

The student will create an original business plan for a fictitious business. (See attached template and rubric.) Additional components will be added by the instructor and may include: floor plan, resumé, job description(s), position evaluation rubric(s), advertisement, etc., as assigned. The project will explain the components of a business plan, explain the positive and negative aspects of various forms of business, explore the current laws regulating employment practices, define key management positions, define human resource management, and show financial literacy.

Required Course Texts & Course Materials

Pride, William M., Hughes, Robert J., and Kapoor, Jack R. *Foundations of Business* 5th ed. OH: South-Western Cengage Learning, 2017, 2015. Print. ISBN (9781305511064).

Supplemental educational learning materials may include and are not limited to

- Bahnan, Nisreen N., ed. *Annual Editions: Marketing 13/14*. New York, New York: McGraw-Hill, 2014.
- Maimom, Elaine P., Peritz, Janice H., Yancey, Kathleen Blake. *The McGraw-Hill Handbook*. 3rd. New York, New York: McGraw-Hill, 2012.
- Kehoe, John E., Richardson, William J., ed. *Annual Editions: Business Ethics 12/13*. 24th. New York, New York: McGraw-Hill, 2013.
- Kehoe, William J., ed. *Annual Editions: Management*. 16th. New York, New York, McGraw-Hill, 2014.
- Maidment, Fred H., ed. *Annual Editions: Management*. 16th. New York: McGraw-Hill, 2012.
- Price, Robert W., ed. *Annual Editions: Entrepreneurship*. 6th. New York, New York: McGraw-Hill, 2010.
- "Greatest American Entrepreneurs and Business Professionals in the USA." The Story of America RSS. N.p., n.d. Web. 14 Oct. 2015.
- WalMart: The High Price of Low Cost*. Dir. Robert Greewald. Brave New Films. 2005.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies/Written Assignments	10%
Examinations	40%
Career Portfolio Project	15%
Final Exam	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>Exploring the Word of Business and Economics</i> <ul style="list-style-type: none"> Identify the basic definition of business Identify the potential risks and rewards of beginning a business Introduce the basic principles of economics and the economic system Identify types of competition
2	<i>Chapter 2: Being Ethical and Socially Responsible</i> <ul style="list-style-type: none"> To understand how to apply ethics to the business world To apply current view of social responsibility to the business world To understand how consumers make choice decisions To identify, understand, and learn to apply legislated employment practices
3	<i>Exploring Global Business</i> <ul style="list-style-type: none"> To understand international economics and how it relates to the restrictions on nations in the business community To gain a basic understanding of the following topics: international trade, and object of restrictions Define methods used to enter international markets To define and understand the interworkings of the assistance available in the international markets

4	<p><i>Choosing a Form of Business Ownership</i></p> <ul style="list-style-type: none"> • To understand the meaning and basic framework of e-businesses • Analyze the understanding of the fundamental models, in particular, those factors that influence e-business, social and legal concerns, and growth trends
5	<p><i>Small Business, Entrepreneurship, and Franchises</i></p> <ul style="list-style-type: none"> • Analyze the advantages/ disadvantages of different types of businesses • Analyze the advantages/disadvantages of the different types of partners • Analyze the advantages/disadvantages of corporate mergers • To understand the growth opportunities within and thru the process of a merger
6	<p><i>Understanding the Management Process</i></p> <ul style="list-style-type: none"> • Define, understand, and analyze the importance of the small business • To assess the contribution of small business to society, and the SBA • To assess the contribution of franchising in the business world
7	<p><i>Creating a Flexible Organization</i></p> <ul style="list-style-type: none"> • To define and describe the management process • To identify the various kinds of managers • Analyze the various kinds of managerial roles • Analyze the decision making process • To understand total quality management
8	<p>Review and Comprehensive Mid-term Evaluation</p> <ul style="list-style-type: none"> • Draft of components one through four of the Business Plan due.
9	<p><i>Producing Quality Goods and Services</i></p> <ul style="list-style-type: none"> • Identify the nature of production • Discuss the conversion process • Identify and discuss the transformation of raw materials, labor, and R&D • To understand the interworkings of the components involved in planned production • To understand the purchasing process • Summarize how productivity and technology are related
10	<p><i>Attracting and Retaining the Best Employees</i></p> <ul style="list-style-type: none"> • Describe and identify the components of HR management • Identify the steps in human resources planning • Describe cultural diversity and understand some of the challenges and opportunities associated with it • To understand the objectives and uses of jobs analysis • Describe the recruiting, selection, and orientation process of business • Discuss the primary elements of employee compensation and benefits • Explain the purposes and techniques of employee training and development • Discuss performance appraisal techniques and performance feedback • Outline the major legislation affecting HR management

11	<p><i>Motivating and Satisfying Employees and Teams</i></p> <ul style="list-style-type: none"> • Explain the meaning of motivation • Understand some major historical perspectives on motivation • Describe three contemporary views of motivation: equity theory, expectancy theory, and goal-setting theory • Explain several techniques for increasing employee motivation • Understand the types, development, and uses of teams
12	<p><i>Enhancing Union-Management Relations</i></p> <ul style="list-style-type: none"> • Explain how and why labor unions came into being • Discuss the sources of unions' negotiating power and trends in union membership. • Identify the main focus of several major pieces of labor-management legislation • Identify and understand the steps involved in forming a union and show how the National Labor Relations Board is involved in the process • Describe the basic elements of the collective-bargaining process • Identify the major issues covered in a union-management contract • Explain the primary bargaining tools available to unions and management
13	<p><i>Creating and Pricing Products that Satisfy Customers</i></p> <ul style="list-style-type: none"> • Explain what a product is and how products are classified • Discuss the product life-cycle and how it leads to new-product development • Define <i>product line</i> and <i>product mix</i> and distinguish between the two • Identify the methods available for changing a product mix • Explain the uses and importance of branding, packaging, and labeling • Describe the economic basic of pricing and the means by which sellers can control prices and buyers' perceptions of prices • Identify the major pricing objectives used by businesses • Examine the three major pricing methods that firms employ • Explain the different strategies available to companies for setting prices • Describe three major types of pricing associated with business products
14	Final Project Due WEEK 13 and Review for Final Examination
15	Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Career Portfolio Project

The Career Portfolio Project for this course will be to create a business plan for a hypothetical business. A copy of the template is attached. The final project will be completed in stages and each portion will have a due date. Refer to your textbook as needed for an explanation of the Components of a Business Plan and a Business Plan Checklist.

Students will research and submit a relevant topic and/or possible “Business Plan” for their final project approved by the instructor. The topic submission is due **Week 6**
A discussion of the final project will be done in class

Students will have periodic discussion and one-on-one meetings with the instructor to evaluation progress of the final project

Components 1-4 (including a well-written essay defining the type of business ownership) must be completed by Week 8. You must explain each positive and negative of your chosen form of business as it pertains to your small business. Example: *As a sole proprietor I will have unlimited liability. I am responsible, both personally and professionally, for all debts incurred by the business. This includes monies awarded in Tort proceedings. Should the business incur a debt from a lawsuit because an individual was injured while falling on a snow-covered side walk, I am personally and professionally responsible and may lose personal assets as well as business assets.*

Components 5-12 should be completed by Week 12. The entire project including additional components is due Week 13. Additional Components: résumé, job description, floor plan, excerpt from Code of Ethics.

Business Plan Template

[Enter Business Name Here]

Business Plan

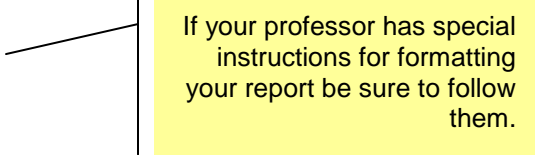
[Address]

Telephone: [Phone Number]

Contact: [Your Name]

[Date]

[Confidentiality Statement]



If your professor has special instructions for formatting your report be sure to follow them.

[Background]

Include the general nature of the business, what your product or service is and why it is unique, and why you believe the business will be successful.

[Summary of financial needs]

Revise this section after you complete a detailed financial plan.

Benefits to the Community

Economic Development

[Describe jobs created by the business]

[How will purchases for the business help other local businesses?]

[Any additional information]

Community Development

[How will the company's goods/services help the community?]

[Any additional information]

Human Development

[How will the business help its employees?]

[Any additional information]

Company Analysis

Form of Business Ownership

[Will your business be a sole proprietorship, partnership, or corporation? Why?]

[Describe any necessary licenses or permits and your plans for obtaining them.]

[Will yours be an independent business, a takeover of an existing business, an expansion of an existing business, or a franchise?]

[Any additional information]

About the Company

[If you are taking over or expanding an existing business, describe any relevant history.]

[How will the business satisfy customer needs?]

[How did you choose and develop the company's products/services, and how are they unique?]

[Any additional information]

Industry Analysis

[In what industry does the business operate?]

[Who are the competitors?]

[Have any other businesses recently entered or exited the industry?]

[How will the business be profitable, and what are the growth opportunities?]

[Describe any e-business opportunities.]

[Any additional information]

Management Team

[Who are the key members of the business team?]

[How will the company be structured?]

[How is the team balanced in terms of skills?]

[What is the company's management philosophy and culture? What is your leadership style?]

[Describe the key management positions and compensation for those positions.]

[What other professionals will assist the management team?]

[Any additional information]

Include a résumé for each key person in the Appendix.

Include an organizational chart in the Appendix.

Manufacturing and Operations Plan

Location and Space Requirements

[Where is the planned location?]

Include a floor plan in the Appendix.

[Discuss the location's proximity to customers and suppliers.]
 [Discuss tax rates and zoning requirements for the location.]
 [Discuss transportation issues.]
 [Discuss utility costs.]
 [Will you rent, lease, or purchase the facility?]
 [Any additional information]

Equipment

[Will you rent or purchase equipment?]
 [Any additional information]

The next section covers the labor force in depth. This section should discuss the labor force as it relates to your location, manufacturing, and operations plans.

Labor Force

[Discuss the local labor pool. Is there a sufficient quantity of skilled people to meet the business's needs?]
 [Discuss wage rates and unionization issues.]
 [Any additional information]

Inventory Control

[How will you control quality, inventory, and production?]
 [Any additional information]

Purchasing Requirements

[Will you make or purchase component parts to be assembled into the finished product?]
 [Any additional information]

Subcontractors and Suppliers

[Who are your potential subcontractors and suppliers?]
 [Any additional information]

Labor Force

Labor Requirements

[How many employees are needed? Full time or part time?]
 [What are the job qualifications?]
 [Will you have written job descriptions?]
 [What will you pay your employees? How does that compare with the going rate in your region and industry?]
 [Any additional information]

Marketing Plan

Target Market(s)

[What is/are your target market(s) and what common characteristics do they have?]
 [What are the current needs of each target market? demographic, geographic, psychographic, and product needs?]
 [What changes in the target market are anticipated?]
 [What advantages and disadvantages do you have in meeting the target market's needs?]

The next section covers the labor force in depth. This section should discuss the labor force as it relates to your location, manufacturing, and operations plans.

[What are the relevant aspects of consumer behavior and product use?]

[Any additional information]

Environment

[What are the competitive, legal, political, economic, technological, and sociocultural factors affecting your marketing efforts?]

[Any additional information]

Marketing Objectives

Make sure your marketing objectives are clearly written, measurable, and consistent with your overall marketing strategy.

[Describe your product introduction, improvement, or innovation]

[State the market size in dollars and units. Indicate your primary and secondary sources of data and the methods used to estimate total market size and your market share.]

[Describe your distribution plans.]

[Describe your pricing objectives.]

[Describe your advertising and promotion efforts.]

[How will the results of your marketing plan be measured and evaluated?]

[Any additional information]

Financial Plan

Startup and Operating Needs

[How much money do you have, and what is the actual amount of money you need to open your business (start-up budget)?]

[How much money is needed to keep the business open (operating budget)? Prepare a realistic budget.]

[What sources of funding do you anticipate?]

[Any additional information]

Critical Risks and Assumptions

[What will you do if your market develops either more slowly or more quickly than anticipated?]

[How will you react to competitor challenges such as underpricing or new products that make yours obsolete?]

[How will you react to favorable or unfavorable changes in the industry?]

[How will you react if there is a labor shortage or other labor-related issue?]

[How will you react if there is an erratic supply of products or raw materials?]

[Any additional information]

Forms of Business Essay Rubric

Compose a short essay. Using your business as an example, describe all of the positive and negative aspects of the business. You must explain each aspect of this type of business ownership, not just list it.

100 Possible Points

Form of Business Clearly Stated and Explained	10	
Student used his/her VISIONS project form of business as an example	10	
Positive aspects of business stated	10	
Positive aspects of business explained	20	
Negative aspects of business explained	20	
Negative aspects of business stated	10	
Conclusion Provided	10	
Well written	10	

Comments and suggestions: _____

Completing an Opinion Paper

An opinion paper allows you to reflect and record those thoughts and assumptions you have about the reading material as it pertains to what you have learned from the text and/or lecture. There are no right and/or wrong answers in an opinion paper. However, you, the student, do need to support your “opinion” with facts and/or academically sound opinions of others. (This is also a nice venue to practice citations.)

- What's the author's main idea or argument, and what are the important supporting points for that idea?
- Do I, the student, agree or disagree with the main idea or argument? Why?
- Does the information apply to something that I, the student, already know about?

Possible Grading Rubric

	Poor 1	Average 2	Well Presented 3	Excellent 4	____/12
The author's main idea or argument was well explained and important, supporting points were stated.					
The student agreed or disagreed with the main idea or argument and explained why.					
Student applied the information in the article, etc., to prior learning.					

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

The use of <http://www.plagiarismchecker.com/> was used on this assignment:

Yes_____No_____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
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Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL



onalism

Rubric

Student's Signature: _____

Date: _____

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

Elmira Business Institute
Student Syllabus: Business Law (BUS120)

Prerequisites: None**Course Credits: 3****Course Description**

This course is an introduction to the structures and functions of the American legal system. The foundation and history of the justice system will be studied. A case study approach will be integrated into the study of criminal law, torts, and contracts. Emphasis will be placed on factual reasoning and logical analysis.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Use academic sources to research and evaluate case studies pertaining to Constitutional Amendments, criminal law, and civil law
- Use the case study approach to address diversity
- Compose reflection and/or opinion papers addressing those legal concepts discussed in a case study, video clip, handout, newspaper article, and/or journal article. Sources may include *Annual Editions*, *Star Gazette*, *Washington Post*, television documentaries, etc.
- Compare and contrast criminal and civil law
- Define the functions of the court system and its application to real-world business situation
- Analyze the importance of contract law to the world of business
- Understand contracts and the important role they play in business agreements
- Compose a final research project. Specific directions will be given during the first two weeks of class.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Career Portfolio for Workplace Skills Project for BUS120

The student will be assigned case studies and/or a legal research topic, in written or visual format. The student will develop his/ her legal project following the directions given. Proper legal citation and/or MLA format and citation will be used. The Project will be evaluated using the rubric(s) attached.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Required Course Texts & Course Materials

Goldman, Arnold J., and William D. Sigismund. *Business Law: Principles and Practices*. 9th ed. OH: South-Western Cengage Learning, 2014. Print. (ISBN: 9781133586562)

Supplemental educational learning materials may include and are not limited to

Kallman, Ernest A. and Grillo, John, P. *Ethical Decision Making and Information Technology: An Introduction with Case*. 2nd ed. New York, New York. McGraw-Hill, 1996. Print ISBN 0-07-034090-0.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Examinations	50%
Case Studies/Writing assignments	10%
Career Portfolio Project	10%
Final Exam	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0

Numerical Average	Letter Grade	Quality Points
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>Understanding the Law</i> <ul style="list-style-type: none"> • Understand the nature of law • Understand the functions of the law • Understand the history of the law in the United States • Demonstrate a knowledge of the primary sources of law in the United States • Compare and contrast criminal and civil law • Determine what is appropriate ethical behavior in a business environment
2	<i>The Legal System in the United States and Its Constitutional Foundation</i> <ul style="list-style-type: none"> • Understand the role of the judiciary system • Define and apply jurisdiction • Identify the different types of courts • To understand judicial review • To understand separation of powers • To understand accommodation of interests • The ability to understand the constitutional framework of the US court system.
3	<i>Personal, Business, and Cyber Crimes and Criminal Procedure</i> <ul style="list-style-type: none"> • Understand the nature of criminal law • Outline the structure of the federal and state court systems in the United States • Distinguish between a private wrong and a public wrong • To identify the common defenses to crimes • To identify the role of the police, courts, and corrections within the criminal court system.

4	<p><i>Tort Law-Traditional Torts and Cyber torts</i></p> <ul style="list-style-type: none"> • To understand Tort Law • To understand intentional torts, and torts of negligence • To understand the differences between types of torts and their individual standards • To understand the remedies for tort • To understand tort litigation reform.
5	<p><i>Litigation and Alternatives for Settling Civil Disputes</i></p> <ul style="list-style-type: none"> • To understand the process of personal injury lawsuits • To define and understand alternatives for settling disputes • Understand the workings of legal processes through the real-world experience of field trips and case studies
6	<p><i>Contract Law-A Beginning</i></p> <ul style="list-style-type: none"> • To understand the elements of a valid contract • The ability to understand contract terminology • The student will understand the importance of contracts governed by precedent or statute.
7	<p><i>Chapter 7: Agreement-Offer and Acceptance</i></p> <ul style="list-style-type: none"> • Understand the elements required for Offer and Acceptance • Understand the forms of acceptance • Understand the ending of an offer
8	<p><i>Consideration</i></p> <ul style="list-style-type: none"> • Understand the elements required for Consideration • Understand the different types of consideration and agreements enforceable without consideration.
9	<p><i>Capacity</i></p> <ul style="list-style-type: none"> • Understand mental capacity in contract law as it applies to legal capacity, topics include: minor's liability, misrepresentation of age, ratification and/or disaffirmation of a contract, persons under the influence, and individuals with adjudged mental illness.
10	<p><i>Chapter 10: Legality</i></p> <ul style="list-style-type: none"> • Understand legal purpose/legality of contract law including nature and general effect • Understand in pari delicto agreements • Understand agreements forbidden by statute • Understand forbidden by public policy, and partially illegal agreement
11	<p><i>Formal Requirements-Statute of Frauds/E-Signature</i></p> <ul style="list-style-type: none"> • Understand legal contracts that must be in writing, topics include: paying the debt of another, executor/administrator of deceased person, sale of interest in real property, marriage, sufficiency of written record, e-signatures, and the parole evidence rule.

12	<i>Transfer of Contract Rights and Duties</i> <ul style="list-style-type: none">• Understand the legal concepts that govern the transfer of contract rights, topics include: assignment, delegation, rights that cannot be transferred, assignment by law, and the legal effect of general assignment.
13	<i>The Termination of Contracts: Discharge</i> <ul style="list-style-type: none">• Understand discharge of contracts• Define and understand discharge of contracts by performance, agreement of parties, novation, and accord and satisfaction.• Understand discharge by operation of law.• Final Project Due
14	Review
15	Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL

Professionalism



Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
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Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

GRADING RUBRIC

Evaluation will be based on the average of all required criteria.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Possible Criteria	1	2	3	4	5	Comments
1. The student introduces the case, topic, and/or experience in a way that draws in the audience.						
2. The student clearly states the facts to be debated, proven, or explained.						
3. The student focuses on his/her personal thoughts and feelings about the topic or experience.						
4. The student presents events in chronological order or in an order that provides relevance to the topic.						
5. The student compares his/her reactions to the case, article, or experience to additional learning using compare and contrast.						
6. The student expresses the personal meaning or value of the topic.						
7. The student concludes in a way that reiterates his/her understanding of the topic.						
8. The spelling, punctuation, grammar and sentence structure are accurate.						
9. The writing assignment is neatly typed.						
10. The student thoroughly discussed () separate aspects of the assignment and/or cases.						

Additional Comments: _____

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes _____ No _____

Completing an Opinion Paper

An opinion paper allows you to reflect and record those thoughts and assumptions you have about the reading material as it pertains to what you have learned from the text and/or lecture. There are no right and/or wrong answers in an opinion paper. However, you, the student, do need to support your “opinion” with facts and/or academically sound opinions of others. (This is also a nice venue to practice citations.)

- What's the author's main idea or argument, and what are the important supporting points for that idea?
- Do I, the student, agree or disagree with the main idea or argument? Why?
- Does the information apply to something that I, the student, already know about?

Possible Grading Rubric

	Poor 1	Average 2	Well Presented 3	Excellent 4	____/12
The author's main idea or argument was well explained and important, supporting points were stated.					
The student agreed or disagreed with the main idea or argument and explained why.					
Student applied the information in the article, etc., to prior learning.					

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes_____No_____

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, and clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from [www.cpcc.edu/learningcollege/learning outcomes/rubrics/rubric_for_case_studies.doc](http://www.cpcc.edu/learningcollege/learning%20outcomes/rubrics/rubric_for_case_studies.doc)

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes _____ No _____

Elmira Business Institute
Student Syllabus: Business Ethics (BUS135)

Prerequisites: None

Course Credits: 3

Course Description

In this course students will learn how to identify ethical issues in business, how to analyze ethical issues using moral principles, and how to make recommendations to resolve the issues.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Explain why ethics is important in business and why ethical responsibilities go beyond compliance with laws and regulations.
- Describe and apply an ethical decision-making model.
- Describe moral principles
- Explain how corporate culture influences ethical decision making.
- Explain corporate social responsibility.
- Evaluate how to resolve ethical issues by using a framework of five moral principles: utilitarianism, rights, distributive justice, ethics of care, and virtue ethics.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS135

For the Career Portfolio Project, the student will be given a case study in which the firm must decide the ethically responsibility of the firm's decision(s). The student will write a five-to-eight page paper using MLA format to explain how to resolve the issue using current ethical procedurals. The individual instructor will assign the individual cases in class and provide specific details for individual direction on the case studies.

Required Course Texts & Course Materials

Ferrell, O. C., Fraedrich, John, Ferrell, Linda. *Business Ethics Ethical Decision Making and Cases*. 11th ed. Cengage Learning. 2017, 2015. Print. (ISBN: 9781305500846)

Supplemental educational learning materials may include and are not limited to

Articles on-line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Ghillyer, D. A. (2012). *Business Ethics Now*. (E. Haefele, Ed.) New York, New York: McGraw-Hill.

Kehoe, J. E. (Ed.). (2013). *Annual Editions: Business Ethics 12/13* (24th ed.). New York, New York: McGraw-Hill

Kehoe, W. J. (Ed.). (2014) *Annual Editions: Business Ethics 13/14* (25th ed.). New York, New York: McGraw-Hill

Jennings, Marianne M. *Business Ethics*. (8th ed.) Mason: South-Western Cengage Learning 2014. Print. (ISBN: 9781285428710) (Selected articles.)

Relevant video/movie presentations as selected by the instructor.

Relevant articles selected by the instructor

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

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Evaluation

Assessment Type	% of Grade
Case Studies	15%
Examinations	50%
Homework	10%
Career Portfolio Project	10%
Professionalism/Attendance	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3

Numerical Average	Letter Grade	Quality Points
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

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Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

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dance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

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Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

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The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

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Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>Importance of Business Ethics</i> <ul style="list-style-type: none"> • Business Ethics Defined • Development of Business Ethics • Developing an Organizational and Global Ethical Culture • The Benefits of Business Ethics
2	<i>Stakeholder Relationships, Social Responsibility, and Corporate Governance</i> <ul style="list-style-type: none"> • Stakeholders Define Ethical Issues in Business • Social Responsibility and Ethics • Issues in Social Responsibility • Corporate Governance Provides Formalized Responsibility to Stakeholders • Implementing A Stakeholder Perspective
3	<i>Emerging Business Ethics Issues</i> <ul style="list-style-type: none"> • Recognizing an Ethical Issue • Foundation Values for Identifying Ethical Issues • Ethical Issues and Dilemmas in Business • The Challenge of Determining an Ethical Issue in Business
4	<i>The Institutionalization of Business Ethics</i> <ul style="list-style-type: none"> • Managing Ethical Risk Through Mandated and Voluntary Programs • Mandated Requirements for Legal Compliance • Gatekeepers and Stakeholders • The Sarbanes-Oxley (Sox) Act • Dodd-Frank Wall Street Reform and Consumer Protection Act • Laws that Encourage Ethical Conduct • Federal Sentencing Guidelines for Organizations • Highly Appropriate Core Practices

5	<i>Ethical Decision Making</i> <ul style="list-style-type: none"> • A Framework for Ethical Decision Making in Business • Using the Ethical Decision-Making Model to Improve Ethical Decisions • Normative Considerations in Ethical Decision Making • Understanding Ethical Decision Making
6	<i>Individual Factors: Moral Philosophies and Values</i> <ul style="list-style-type: none"> • Moral Philosophy Defined • Moral Philosophies • Cognitive Moral Development and Its Problems • White-Collar Crime • Individual Factors in Business Ethics
7	<i>Organizational Factors: The Role of Ethical Culture and Relationships</i> <ul style="list-style-type: none"> • Defining Corporate Culture • The Role of Corporate Culture in Ethical Decision Making • Leaders Influence Corporate Culture • Variation in Employee Conduct
8	Review and Comprehensive Midterm Examination
9	<i>Developing an Effective Ethics Program</i> <ul style="list-style-type: none"> • The Responsibility of the Corporation as a Moral Agent • The Need for Organizational Ethics Programs • Codes of Conduct • Ethics Officers • Ethics Training and Communication • Systems to Monitor and Enforce Ethical Standards
10	<i>Managing and Controlling Ethics Programs</i> <ul style="list-style-type: none"> • Implementing Ethics Programs • The Ethics Audit • The Auditing Process • The strategic Importance of Ethics Auditing
11	<i>Globalization of Ethical Decision-Making</i> <ul style="list-style-type: none"> • Global Culture, Values, and Practices • Economic Foundations of Business Ethics • Multinational Corporation • Global Cooperation to Support Responsible Business • Global Ethics Issues
12	<i>Ethical Leadership</i> <ul style="list-style-type: none"> • Defining Ethical Leadership • Requirements for Ethical Leadership • Benefits of Ethical Leadership • Managing Ethical Conflicts • Leadership Styles Influence Ethical Decision • The Radar Model

13	<i>Sustainability: Ethical and Social Responsibility Dimensions</i> <ul style="list-style-type: none">• Defining Sustainability• Environmental Legislation• Alternative Energy Sources• Business Response to Sustainability Issues• Strategic Implementation of Environmental Responsibility
14	Review
15	Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

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Adapted from www.cpsc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes ____ No ____

Completing an Opinion Paper Elmira Business Institute

An opinion paper allows you to reflect and record those thoughts and assumptions you have about the reading material as it pertains to what you have learned from the text and lecture. There are no right and/or wrong answers in an opinion paper. However, you do need to support your “opinion” with facts and/or academically sound opinions of others. (This is also a nice venue to practice citations.)

- What's the author's main idea or argument, and what are the important supporting points for that idea?
- Do I agree or disagree with the main idea or argument? Why?
- Does the information apply to something that I already know about?

Grading Rubric

Name _____ Grade _____

Principles of Management

	Poor 1	Average 2	Well Presented 3	Excellent 4	____/12
The author's main idea or argument was well explained and important, supporting points were stated.					
The student agreed or disagreed with the main idea or argument and explained why.					
Student applied the information in the article, etc., to prior learning.					
Grammar, Punctuation, Sentence Structure					

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____ No____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Principles of Banking (BUS145)

Prerequisites: None

Course Credits: 3

Course Description

This course covers the fundamentals of bank functions in a descriptive fashion. Topics include banks and the monetary system, the relationship of banks to depositors, the payment functions, bank loans and accounting, regulations, and examinations. Upon completion, students should be able to demonstrate an understanding of a broad perspective of the business of banking.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Identify the functions of a bank in our economy
- Describe the internal structure of banks and the impact of government policy and regulation on the banking industry
- Discuss the financial statements of a bank and use of ratios to measure financial performance
- Describe bank lending policies and procedures as well as lending regulations
- Define the investment function in banking, including: investment instruments; investment markets; types of risk; and yield curves
- Describe asset liquidity management, reserve requirements and estimating a bank's liquidity needs
- Name bank sources of funds; deposits, non-deposit liabilities and equity
- Discuss recent trends in banking with respect to mergers, international operations, and new products

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS145

The Career Portfolio Project for BUS145 will be to identify, define, and analyze the components of Bank Investments and their Performance. The student will:

- Describe the annual report, profit and loss statement, statement of condition and statement of cash flows. Once the student has described these actions, the students will analyze the importance of the components to the bank
- Explain and analyze why financial statements are important to bank constituents
- Discuss and analyze the function of the Asset and Liability Management Committee and its funds management objectives.

- Explain how banks maximize loans, investment returns, and fee income. The student will briefly describe how the Federal Reserve System can assist banks with the maximization of loans and investment returns.
- Identify typical performance measures in banking. The students will then analyze the importance of this measure to banks and consumers.
- Describe the role of budgeting in achieving bank objectives and how this can benefit the banking industry.
- Identify laws relating to financial statements and other financial reports. The students will analyze the importance of following the laws and regulations in the industry.

Required Course Texts & Course Materials

Buzzel, Allyn C. *Principles of Banking*. 11th ed. Washington: American Bankers Association, 2007. Print. (ISBN: 089982689X)

Supplemental educational learning materials may include and are not limited to

“Articles on- line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15 %
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assign-

ments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

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Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>Banking and You</i> <ul style="list-style-type: none"> • Discuss the roles of bank employees • Describe a bank's organizational structure • Explain bank products & services • Describe the role of banks in their communities • Discuss the benefits of banking partner & outsourcing relationships • Identify trends in banking
2	<i>The U.S. Banking System</i> <ul style="list-style-type: none"> • Describe the role of banking in the nation's economy • Explain the evolution of the U.S. banking system • Discuss banking events & legislation in the twentieth & early twenty-first centuries • Describe the structure and duties of the Federal Reserve System • Identify bank regulators and major bank regulations
3	<i>Money and Banking</i> <ul style="list-style-type: none"> • Describe the functions & properties of money • Define the components & measures of the money supply • Discuss money supply & the flow of economic activity • Explain the role of banks in money creation • Discuss how the Federal Reserve effects monetary policy in the economy

4	<p><i>Deposit Accounts</i></p> <ul style="list-style-type: none"> • Describe common deposit accounts banks offer • Identify deposit-related services to customers • Describe types of account ownership • Explain requirements for opening deposit accounts • Describe banking regulation for deposit products & services • Discuss federal deposit insurance coverage
5	<p><i>Payments: Cash</i></p> <ul style="list-style-type: none"> • Describe the care and distribution of coin and currency • Explain banking laws and regulations related to payment processes • Describe the components of a check and a negotiable instrument • Identify the types of bank checks and endorsements • Explain the check payment process • Identify typical check fraud schemes
6	<p><i>Electronic Banking</i></p> <ul style="list-style-type: none"> • Discuss major development since electronic banking • Describe electronic banking services commonly used by consumers • Identify electronic banking services used by businesses • Describe some current developments & future trends in electronic banking • Explain provisions of the Electronic Fund Transfer Act; Expedited Funds Availability Act; FRS Regulation J, Collection of Checks & Funds Transfers; Check Clearing for the 21 Century and the E-Sign Act.
7	<p><i>Lending</i></p> <ul style="list-style-type: none"> • Explain the importance of the lending function • Describe lending products & services for bank customers • Describe the steps in the lending process • Explain how the bank board of directors governs loan policy • Describe laws & regulations relating to lending
8	<i>Comprehensive Midterm Examination</i>
9	<p><i>Personal Financial Planning</i></p> <ul style="list-style-type: none"> • Explain the need for financial planning services • Describe the financial planning tools & process • Identify the insurance, investment, & trust products banks offer • Explain how banks offer investment, insurance & trust services • Identify retirement plan considerations & products • Discuss laws, regulation, & expectations for banks & bankers engaged in providing investment, insurance, & trust services.

10	<p><i>Business and International Banking Services</i></p> <ul style="list-style-type: none"> • Identify cash management services for businesses • Identify insurance products banks offer to businesses • Describe capital market products & services • Explain bank trust services available to businesses • Discuss international banking services that foster foreign trade • Describe some laws & regulations that pertain to business & international banking services
11	<p><i>Bank Investments and Performance</i></p> <ul style="list-style-type: none"> • Describe the annual report, profit & loss statement, statement of condition, & statement of cash flows • Explain why financial statements are important to bank constituents • Discuss the function of the Asset and Liability Management Committee and its funds management objectives • Explain how banks maximize loan & investment returns & fee income • Identify typical performance measures in banking • Describe the role of budgeting in achieving bank objective • Identify laws relating to financial statements & other financial reports.
12	<p><i>Building Relationships: Sales, Marketing, and Customer Service</i></p> <ul style="list-style-type: none"> • Discuss how sales, marketing, & service help build customer relationships • Explain the components of a market-driven strategy • Identify what customers expect from bankers • Discuss the nature & importance of cross-selling & referrals • Explain how a customer makes a purchase decision • Identify the components of effective product development • Describe the laws governing telemarketing by phone, fax, & email
13	<p><i>Safeguarding Customer Information</i></p> <ul style="list-style-type: none"> • Describe methods by which banks secure data • Describe how banks identify customers • Define the types of fraud perpetrated against bank customers • Explain how customers can protect their privacy • Discuss some laws & regulations that address financial privacy & security

14	<i>Safeguarding the Bank, the Economy, and the Nation</i> <ul style="list-style-type: none">• Explain the bank examination rating systems used by regulators• Describe the roles of the board of directors, bank committees, officers, and employees in safeguarding bank assets• Explain some processes for employee hiring & vendor management• Describe typical crimes against banks• Describe how banks help safeguard the economy & the nation
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
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4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

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Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____



FINAL

Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Generic Writing Rubric

	Excellent: 5	Above Average: 4	Average: 3	Fair: 2	Poor: 1	Automatic Failure: (A check in this column will result in an automatic failure of the project.)	Score:
Completeness: (1-2 pages minimum)	Student goes beyond the requirement of the project. (1.5-2 pages)	Student meets the upper end of the requirement of the project. (1.5 pages)	Student meets the base requirement of the project. (1 full page)	Student has barely one page.	Student has not met the criteria.		
Content: (varies per course)	Introduction, conclusion, and all questions answered above and beyond.	Introduction, conclusion, and all questions	One page of content had been met	Less than one page.	Did not meet the criteria.		
Grammar:	Student shows excellent control of grammar and style.	Student shows above average control of grammar and style with no more than 3 mistakes in the whole project.	Student shows average control of grammar and style with no more than 6 mistakes in the whole project.	Student shows fair control of grammar and style with no more than 10 mistakes in the whole project.	Student shows poor control of grammar and style with no more than 14 mistakes in the whole project.	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Evidence:	Student uses more sources than are required, and sources used are all academic and scholarly.	Student uses the required number of sources and they are all academic and scholarly.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.		
MLA:	MLA style is exemplary and used consistently and extensively throughout the manuscript.	MLA style is used consistently with 1-3 errors throughout the manuscript.	MLA style is used throughout the manuscript but exhibits 4-5 common errors.	MLA style is used inconsistently throughout the manuscript; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	More than 10 MLA errors are noted.	N/A
Timeliness:	Hands in early		Hands in on time	Hands in one day late	Hands in one week late		

	A
	B
	C
	D
(or one of the automatic failures)	F

Comments:

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes_____No_____

Elmira Business Institute
Student Syllabus: Introduction to Entrepreneurship (BUS215)

Prerequisites: None

Course Credits: 3

Course Description

This course is the study of how small businesses are established and operated. In particular, the course examines the conversion of ideas into successful business ventures. Topics include general business operations, management, accounting, and marketing in a small firm environment.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Define the role of small business in the marketplace.
- Explain the importance of small business to the national economy.
- Analyze and apply a small business course of action to business problems and opportunities in a team setting.
- Describe the nature of small business management versus large corporate management.
- Demonstrate the importance of ethical behavior in the small business environment.
- Describe the importance of social responsibility to the community.
- Define the role of the employee in a small business.
- Examine the functions of a small business owner.
- Identify the meaning of cultural diversity and how it impacts a small business.
- Identify the types of changes that can occur in a small business environment.
- Define the role of technology in small business and how that technology can be utilized to operate the business.
- Justify the importance and need for lifelong learning to expand and grow the small business.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS215

The student will respond to the following questions using MLA format with a minimum of three to five pages:

Define the Entrepreneurial Process, in particular define and analyze the following components for their own entrepreneurial venture:

- Define and analyze critical factors for Starting a New Enterprise
- Evaluate the Opportunities for New Businesses

Determine the resource needs and Acquiring Resources Startup Capital
Define and analyze the profit potential for a new enterprise
Define and analyze the ingredients for a Successful New Business

Once the student has defined and analyzed the above components, the student will present to the class a Marketing Presentation on their entrepreneurial venture. The student will be responsible for creating their own entrepreneurial venture, for example, the student may want to own their own bookstore or toy store, etc. The presentation will present the firm, the specific products, and the details of why the product is superior to other products.

Required Course Texts & Course Materials

Allen, Kathleen R. *Launching New Ventures: An Entrepreneurial Approach*. 7th ed. Ohio: South-Western Cengage Learning. Print. 2012. (ISBN: 9781305102507)

Supplemental educational learning materials may include and are not limited to
None

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson #</i>	<i>Topic(s)</i>
1	<i>The Power of Entrepreneurship</i> <ul style="list-style-type: none"> • Understand the role of entrepreneurship and small business in the U.S. • Discuss the causes of the Entrepreneurial Revolution • Understand the Global Entrepreneurial Monitor and the principal findings from GEM • Discuss 21st-Century Economies: Anglo-Saxon or Social Models?
2	<i>The Entrepreneurial Process</i> <ul style="list-style-type: none"> • Discuss the critical factors necessary for starting a new enterprise • Understand how to evaluate opportunities for new businesses • Determine resource needs, practices to acquire resources startup capital, and profit potential • Discuss the ingredients necessary for a successful new business
3	<i>Opportunity Recognition, Shaping, and Reshaping</i> <ul style="list-style-type: none"> • Understand how to develop a good idea by considering opportunity, the customer, competition, suppliers and vendors, the government, and the global environment
4	<i>Understanding Your Business Model and Developing Your Strategy</i> <ul style="list-style-type: none"> • Understand how to develop a business model • Discuss the First-Mover Myth • Decide how to formulate a winning strategy

5	<p><i>Entrepreneurial Marketing</i></p> <ul style="list-style-type: none"> • Understand why marketing is critical for entrepreneurs • Discuss the unique marketing challenges entrepreneurs face • Develop an understanding of how to acquire market information • Discuss marketing strategies including Guerrilla Marketing and marketing skills for managing growth
6	<p><i>Building the Founding Team</i></p> <ul style="list-style-type: none"> • Understand the power of the team, where individuals fit within a team, and strategies to build a powerful team • Discuss bootstrapping • Understand compensation: equity, salary, and other compensation considerations
7	<p><i>The Business Planning Process</i></p> <ul style="list-style-type: none"> • Evaluate the planning process using the Story Model • Develop a business plan <p><i>Building Your Pro-Forma Financial Statements</i></p> <ul style="list-style-type: none"> • Discuss common mistakes, and evaluate the importance of building a proper pro-forma financial statement • Discuss various methods of developing financial statements • Learn to build Integrated Financial Statements: Income Statement, Balance Sheet, and Cash-Flow Statement
8	Midterm Examination
9	<p><i>Financing Entrepreneurial Ventures Worldwide</i></p> <ul style="list-style-type: none"> • Discuss global financing of entrepreneurs including informal investors • Understand venture capital and factors affecting availability of financing
10	<p><i>Raising Money for Starting and Growing Businesses</i></p> <ul style="list-style-type: none"> • Understand avenues for raising money including bootstrapping new ventures • Evaluate the process of valuation including Asset-Based Valuation, Market-Comparable Valuation, and harvesting investments
11	<p><i>Debt and Other Forms of Financing</i></p> <ul style="list-style-type: none"> • Understand the process of getting access to funds and the cash conversion cycle • Understand the process of getting cash from receivables and inventories, using accounts receivable as working capital, and sources of short-term cash: More Payables, Less Receivables • Discuss obtaining bank loans through accounts receivables financing and obtaining “Financing” from Customer Prepayments • Understand how to choose the right mix of short-term financing • Discuss traditional bank lending: short-term bank loans, equipment financing, obtaining early financing from external sources, and planning cash flow and planning profits

12	<p><i>Legal and Tax Issues</i></p> <ul style="list-style-type: none"> • Evaluate various legal and tax issues including leaving your present position, choosing an attorney, choosing an accountant, and issues hiring employees • Discuss various legal forms, stockholders and operating agreements • Evaluate insurance options
13	<p><i>Intellectual Property</i></p> <ul style="list-style-type: none"> • Understand the legal basis for intellectual property • Discuss the importance of obtaining patents, guarding trade secrets, trademarks, copyright regulations, etc. • Understand international protection of intellectual property, how to transfer licensing, software protection,, and IP agreements
14	<p><i>Entrepreneurial Growth</i></p> <ul style="list-style-type: none"> • Understand the importance of transitioning from startup mode to growth through use of a Model of Driving Forces of Growth • Recognize the opportunity domain and identify organizational resources and capabilities • Discuss leadership qualities <p><i>Social Entrepreneurship: An Overview</i></p> <ul style="list-style-type: none"> • Discuss new forms of organizations
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

- Concise, chronological restatement of the history, background, and important facts of the situation.
- Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
- Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
- Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Statistics for Management BUS220

Prerequisites: None**Course Credits: 3****Course Description**

This course is designed to give students an introduction in the field of statistical analysis of business and economic data as it applies to management decisions. Topics will include data analysis, understanding central tendencies and their applications to business, understanding basic probability, sampling, confidence interval estimation, and regression analysis.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate how businesses use statistics using spreadsheet applications
- Describe the basics of central tendencies and their applications to business
- Explain the basics of distribution
- Define and analyze the process of sampling
- Explain the basics of simple and multiple regression analysis

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS220

For the Career Portfolio Project, the student will be given a large data set in Microsoft Excel, upon which the student must perform a statistical analysis. A template describing each requested variable will be provided. The student will be asked to write a brief summary to accompany the statistical results.

Required Course Texts & Course Materials

Levine, David M., Stephan, David F. Szabat, Kathryn A.; *Statistics for Managers: Using Microsoft Excel*. 8th Ed. Boston: Pearson Education, Inc. Prentice Hall. 2016. Print.
(ISBN: 9780134173962)

Supplemental educational learning materials may include and are not limited to

Urdu, Timothy C. *Statistics in Plain English*. New York: Routledge, 2010. Print.
(ISBN: 9780415872911)

Rumsey, Deborah J. *Statistics for Dummies*. Somerset, NJ: Wiley, 2011. Print.
(ISBN: 90780470911082)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	15%
Quizzes (In-Class Tutorials)	15%
Career Portfolio Project	15%
Examinations	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

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Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person’s work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to

search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>Introduction</i> <ul style="list-style-type: none"> • Discuss how businesses use statistics • Understand the basic vocabulary of statistics • Explain the use of Microsoft Excel with this book • Cover the use of Google Drive for this course
2	<i>Organizing and Visualizing Data</i> <ul style="list-style-type: none"> • Describe the sources of data used in business • Understand the types of data used in business • Construct tables & charts for numerical data • Construct tables & charts for categorical data • Know the principles of properly presenting graphs
3	<i>Numerical Descriptive Measures</i> <ul style="list-style-type: none"> • Describe the properties of central tendency, variation, and shape • Construct & interpret a boxplot • Compute descriptive summary measures for a population • Compute the covariance & the coefficient of correlation
4	<i>QUIZ on Organizing and Visualizing Data</i> <i>Basic Probability</i> <ul style="list-style-type: none"> • Know basic probability concepts • Know conditional probability • Know Bayes' theorem to revise probabilities
5	<i>Discrete Probability Distributions</i> <ul style="list-style-type: none"> • Describe the properties of a probability distribution • Compute the expected value & variance of a probability distribution • Calculate the covariance & understand its use in finance. • Compute probabilities from binomial, Poisson, & hyper geometric distributions. • Know how the binomial, Poisson, & hyper geometric distributions can be used to solve business problems
6	<i>QUIZ on Probability</i> <i>The Normal Distribution and Other Continuous Distributions</i> <ul style="list-style-type: none"> • Compute probabilities from the normal distribution • Describe how to use the normal distribution to solve business problems. • Use the normal probability plot to determine whether a set of data is approximately normally distributed. • Compute probabilities from the uniform distribution • Compute probabilities from the exponential distribution

7	<i>Sampling and Sampling Distributions</i> <ul style="list-style-type: none"> • Describe different sampling methods • Understand the concept of the sampling distribution • Compute probabilities related to the sample mean & the sample proportion • The importance of the Central Limit Theorem
8	<i>Midterm Examination: Data Definitions, Probability, Distributions</i>
9	<i>Confidence Interval Estimation</i> <ul style="list-style-type: none"> • Construct & interpret confidence interval estimates for the mean & the proportion • Determine the sample size necessary to develop a confidence interval estimate for the mean or proportion • Explain how to use confidence interval estimates in auditing
10	<i>Fundamentals of Hypothesis Testing: One-Sample Tests</i> <ul style="list-style-type: none"> • Understand the basic principles of hypothesis testing • Describe how to use hypothesis testing to test a mean or proportion • Evaluate the assumptions of each hypothesis-testing procedure, how to evaluate them, and the consequences if they are seriously violated • How to avoid the pitfalls involved in hypothesis testing • Ethical issues involved in hypothesis testing
11	<i>Two-Sample Tests</i> <ul style="list-style-type: none"> • Describe the means of two independent populations • Describe the means of two related population • Understand the proportions of two independent populations • Understand the variances of two independent populations
12	<i>QUIZ on One- and Two-Sample Tests, Analysis of Variance, Chi-Square and Nonparametric Tests</i> <ul style="list-style-type: none"> • Describe how to use the one-way analysis of variance to test for differences among the means of several groups • Understand how to use the two-way analysis of variance and interpret the interaction effect • Understand how and when to use the chi-square test for contingency tables • Understand how to use the Marascuilo procedure for determining pairwise differences when evaluating more than two proportions. • Understand how and when to use the McNemar test • Understand how & when to use nonparametric tests

13	<i>Simple Linear Regression</i> <ul style="list-style-type: none">• Describe how to use regression analysis to predict the value of a dependent variable based on an independent variable.• Understand the meaning of the regression coefficients b_0 and b_1.• Evaluate the assumptions of regression analysis & know what to do if the assumptions are violated.• Describe how to make inferences about the slope & correlation coefficient.• Estimate mean values & predict individual values.
14	<i>Introduction to Multiple Regression</i> <ul style="list-style-type: none">• Develop a multiple regression model• Interpret the regression coefficients• Determine which independent variable to include in the regression model• Determine which independent variable are most important in predicting a dependent variable• Determine how to use categorical independent variables in a regression model
15	<ul style="list-style-type: none">• <i>Final Examination</i>

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Human Resource Management (BUS230)

Prerequisites: None

Course Credits: 3

Course Description

This course is a study of how organizations increase human resources productivity while maintaining compliance with various laws and regulations. Topics include selection, orientation, training, compensation, benefits, safety, performance evaluations, manpower planning, discipline, and grievance.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Develop skills to meet the challenge of human resources management
- Develop skills for meeting human resources requirements
- Develop effectiveness in human resources
- Implement compensation and security policies and procedures
- Enhance employee-management relations
- Expand human resources management horizons

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS230

The student will define and analyze the following components of the nature of Human Resource Management using MLA format and a minimum of three to five pages:

- Describe and analyze contemporary Human Resources perspectives
- Define and analyze the evolution of the Human Resources function
- Define and analyze the emerging Human Resources challenges
- Define and analyze the goal of Human Resources management
- Explain facilitating organizational competitiveness
- Analyze how to enhance productivity and quality in the Human Resources section
- Analyze the setting for Human Resource management

For the second part of the Project, the student will be given a case study in which a manager had a conflict in the workplace. The student will write an additional three to seven pages using MLA format to explain how to resolve the conflict using current Human Resources Management Theory. The individual instructor will assign the individual cases in class and provide specific details for individual direction on the case studies.

Required Course Texts & Course Materials

DeNisi, Angelo S. and Griffin, Ricky W., *HR3*, 3rd ed. Cincinnati, Ohio: South-Western College Publishing, 2011. Print. ISBN: 9781285867571

Supplemental educational learning materials may include and are not limited to Articles on-line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Assignments/Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3

Numerical Average	Letter Grade	Quality Points
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
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Students will be given a complete policy the first day of class to review and sign.

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Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	The Nature of Human Resource Management <ul style="list-style-type: none"> • Describe contemporary HR perspectives • Learn evolution of the HR function • Discuss HR management in the electronic age • Learn emerging HR challenges • Know the goal of HR management • Facilitating organizational competitiveness • Enhancing productivity and quality • Learn the setting for HR management • Know the HR department in smaller versus larger organizations • Learn to be HR managers
2	The Legal Environment <ul style="list-style-type: none"> • Learn the legal context of HR management • Learn equal employment opportunities • Discuss other areas of HR regulation • Learn to evaluate legal compliance .
3	The Global Environment <ul style="list-style-type: none"> • Discuss the growth of international business • Discuss global issues in international HR management • Understand the cultural environment • Know the HR function in international business • Discuss domestic issues in international HR management • Learn to manage international transfers and assignments • Discuss training expatriates

4	The Competitive Environment <ul style="list-style-type: none"> • Discuss the competitive environment for HR management • Discuss the influence of the top management team • Know the role of corporate governance • Discuss corporate, business, and functional strategies • Learn business strategy and HR management • Learn HR strategy formulation • Discuss the impact of corporate culture • Learn interpersonal Processes and strategy implementation • Evaluate the HR function in organizations
5	Information for Making Human Resource Decisions <ul style="list-style-type: none"> • Learn HR planning as a source of information • Learn strategy as a source of information • Discuss economic conditions as a source of information • Learn job analysis as a source of information • Discuss the job analysis process
6	Human Resource Decision Making in Organizations Discuss ethics and HR management <ul style="list-style-type: none"> • Learn rightsizing the organizations • Learn to manage terminations and retention • Learn to manage voluntary turnover • Know managing HR during mergers and acquisitions
7	Recruitment and Selection <ul style="list-style-type: none"> • Learn planning, recruitment, and selection • Know sources for recruits • Learn the selection process • Learn popular selection techniques • Discuss a selection decision • Discuss reliability and validity • Discuss legal and effectiveness issues in recruiting and selection
8	Midterm Managing a New and Diverse Workforce <ul style="list-style-type: none"> • Learn the nature of workforce diversity • Know the dimensions of diversity • Discuss the impact of diversity on organizations • Learn to manage diversity in organizations • Learn managing the knowledge function • Discuss HR management and social issues

9	Compensation and Benefits <ul style="list-style-type: none"> • Learn to develop a compensation strategy • Discuss determining what to pay • Know wage and salary administration • Discuss pay secrecy • Know the nature of benefits programs • Learn mandated benefits • Learn non-mandated benefits • Discuss contemporary issues in compensation and benefits
10	Performance Appraisal and Career Management <ul style="list-style-type: none"> • Learn why organizations conduct performance appraisals • Know the performance-appraisal process • Learn the methods for appraising performance • Discuss other issues in performance appraisal • Learn legal issues in performance appraisal • Discuss the nature of careers • Discuss HR management and career management • Discuss career development issues and challenges.
11	Managing Labor Relations <ul style="list-style-type: none"> • Discuss the role of labor unions in organizations • Learn the trends in unionization • Discuss the unionization process • Know the collective bargaining process • Learn negotiating labor agreements • Discuss resolving impasses • Discuss labor unions in the twenty first century
12	Safety, Health, Well-Being, and Security <ul style="list-style-type: none"> • Learn employee safety and health • Know the physical environment • Discuss stress and stress management at work • Discuss workplace security
13	Chapter 13: Motivation at Work <ul style="list-style-type: none"> • Learn a basic model of performance • Discuss motivation and needs • Learn process theories of motivation • Know related theories and perspectives on motivation

14	Managing and Enhancing Performance: The Big Picture <ul style="list-style-type: none">• Learn enhancing performance at different levels• Learn alternative work arrangements• Discuss incentives and performance based rewards• Know performance management and feedback• Discuss evaluating performance enhancement programs
15	Review and Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Name:

Completeness:	Excellent:	Above Average:	Average:	Fair:	Poor:	Automatic Fail:	Score:
	Student turns in all required parts of the project. (10 pts.)	Student is missing 1 required piece. (8 pts.)	Student is missing 2 required pieces. (6 pts.)	Student is missing 3 required pieces. (4 pts.)	Student is missing 4 required pieces. (2 pts.)	Student is missing 5 or more required pieces.	
Grammar:	Student shows excellent control of grammar and style. (20 pts.)	Student shows above average control of grammar and style. No more than 5 mistakes in the whole project. (17.5 pts.)	Student shows average control of grammar and style. No more than 10 mistakes in the whole project. (16 pts.)	Student shows fair control of grammar and style. No more than 15 mistakes in the whole project. (14.5 pts.)	Student shows poor control of grammar and style. No more than 20 mistakes in the whole project. (13 pts.)	Student shows no control of grammar and style. More than 20 mistakes in the whole project.	
Formatting:	Student shows excellent control formatting business communications of various types and styles. (20 pts.)	Student shows above average control of formatting various types and styles with no more than 5 errors in the whole project. (17.5 pts.)	Student shows average control formatting various types and styles with no more than 10 errors in the whole project. (16 pts.)	Student shows fair control formatting various types and styles with no more than 15 errors in the whole project. (14.5 pts.)	Student shows poor control formatting various types and styles with no more than 20 errors in the whole project. (13 pts.)	Student shows no control formatting various types and styles with more than 20 errors in the whole project.	
"6 C's":	Student shows excellent control of the "6 C's." No areas for improvement. (20 pts.)	Student shows above average control of the "6 C's" with 1 or 2 instances for improvement. (17.5 pts.)	Student shows average control of the "6 C's" with 3 or 4 instances for improvement. (16 pts.)	Student shows fair control of the "6 C's" with 5 or 6 instances for improvement. (14.5 pts.)	Student shows poor control of the "6 C's" with 7 or 8 instances for improvement. (13 pts.)	Student shows no control of the "6 C's." More than 8 instances for improvement.	
Creativity	Student shows excellent creativity with a fresh direction demonstrating deep thought and awareness of the task and possible types of communications needed. (10 pts.)	Student shows above average creativity with a fresh direction for the project demonstrating moderate thought and awareness of the task and possible types of communications needed. (8 pts.)	Student shows average creativity using a fresh direction for the project demonstrating some thought and awareness of the task and possible types of communications needed. (6 pts.)	Student shows fair creativity using a fresh direction for the project demonstrating little thought and awareness of the task and possible types of communications needed. (4 pts.)	Student shows poor creativity using a fresh direction for the project demonstrating no thought and awareness of the task and possible types of communications needed. (2 pts.)		
You-attitude/ Goodwill:	Student shows excellent awareness of audience and purpose conveying the reader's importance over the writer. Student uses every opportunity to show goodwill in their business communications. (20 pts.)	Student shows partial awareness of audience and purpose most of the time conveying the reader's importance over the writer. Student misses 1 or 2 opportunities to show goodwill in their communications. (17.5 pts.)	Student shows some awareness of audience and purpose some of the time conveying the reader's importance over the writer. Student misses 3 or 4 opportunities to show goodwill in their communications. (16 pts.)	Student shows little awareness of audience and purpose with little thought to conveying the reader's importance over the writer. Student misses 5 or 6 opportunities to show goodwill in their communications. (14.5 pts.)	Student shows no awareness of the audience and purpose with no thought to conveying the reader's importance over the writer. Student misses 7 or 8 opportunities to show goodwill in their communications. (13 pts.)		

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes _____ No _____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

**Elmira Business Institute
Student Syllabus: Insurance Licensing (BUS235)**

Prerequisites: None

Course Credits: 3

Course Description

This course meets the educational requirements in order to qualify for the New York Life and Health Licensing Exam. Topics include: New York and Federal insurance regulation, general insurance concepts, types and organization of insurers, agents and general rules of agency contracts, dwelling forms, and homeowner's policies.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand NYS Insurance regulations, basics and prerequisites in order to become a Personal Lines Agent or Broker.
- Meet the basic educational requirements to sit for the NYS Agents/Brokers Examination Life and Health Insurance.
- Apply insurance principles in order to analyze life and health situations
- Understand how insurance contracts are written, developed, and implemented
- Effectively utilize critical thinking skills in analyzing risk exposures and insurance contracts.
- Use various approaches to understand risk management techniques.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS235

For the Career Portfolio Project, the student will be given an example customer and be asked to recommend the approach level of health and life insurance for the customer. The student will be responsible for writing a health and life insurance policy for the student based upon the current lifestyle conditions of the customer. The individual instructor will assign the example customers in class and provide specific details for individual direction on the assignment.

Required Course Texts & Course Materials

L & H Study Manual & Practice Exam CD for NY

Supplemental educational learning materials may include and are not limited to

“Articles on- line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	35%
Homework	10%
Career Portfolio Project	15%
Final Examination/Skills Examination	25%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----

Numerical Average	Letter Grade	Quality Points
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person’s work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>Principles of Insurance & The Insurance Contract</i>
2	<i>Insurance Company Organization and Regulation</i>
3	<i>The Insurance Transaction</i>
4	<i>Introduction to Property & Liability Insurance</i>
5	<i>Dwelling & Homeowners Insurance</i>
6	<i>Auto & Miscellaneous Auto Insurance</i>
7	<i>The Commercial Package Policy</i> <i>The Business Owners' Policy</i>
8	<i>Midterm Examination</i>
9	<i>Commercial Property Insurance</i>
10	<i>Ocean and Inland Marine Insurance</i>
11	<i>Commercial General Liability Insurance</i>
12	<i>Commercial Auto Insurance</i>
13	<i>Commercial Crime Insurance</i>
14	<i>Workers' Compensation</i> <i>Miscellaneous Commercial Insurance</i>
15	<i>Final Examination</i>

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM



Professionalism

Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Small Business Management (BUS240)

Prerequisites: None

Course Credits: 3

Course Description

This course incorporates current theory and practice relating to starting and managing small firms. It provides a comprehensive coverage of critical small business issues and numerous real-world examples to help students understand how to apply the business management concepts presented in the text.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Discuss the process of getting started in a business
- Discuss the factors that make the family business unique
- Understand the franchising concept
- Understand the reasons for starting a new business rather than buying an existing firm or acquiring a franchise
- Develop a comprehensive business plan
- Discuss the nature of the marketing research process
- Identify the factors affecting choice of a business location
- Analyze the financial plan for a business
- Discuss the distinctive features of small firm management
- Define and explain the nature of risk
- Analyze the evaluation of firm performance

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS240

For the Career Portfolio Project, the student will create a Business Venture and then create a Financial Plan for the Business Venture. The individual instructor will provide specific details for individual direction on the assignment. The assignment should include the following components:

- Describe how the nature of a venture affects its financing sources
- Evaluate the choice between debt financing and equity financing
- Identify the typical sources of financing used in the specific type of venture
- Discuss the basic process for acquiring and structuring a bank loan for the venture

- Describe what types of private equity investors offer financing to the venture
- Discuss any types of government loan programs that may be available

Required Course Texts & Course Materials

Longenecker, Justin G., Moore, Carolos W., Petty, William J., Palich, Leslie E. *Small Business Management – An Entrepreneurial Emphasis*. 18th ed. Ohio: Thomson/South Western. 2017, 2015. Print (ISBN: 9781305405745)

Supplemental educational learning materials may include and are not limited to

Articles on-line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites.

Educational videos, and/or guest speakers as assigned throughout the course.

NYS Development Corporation nyssbdc.org

Empire State Development esd.ny.gov/business/programs/SBRLF.html

Small Business Association www.sba.gov

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

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Make-Up Policy

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Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
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- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson #</i>	<i>Topic(s)</i>
1	<i>Getting Started</i> <ul style="list-style-type: none"> • Distinguish among the different types and sources of startup ideas and identify the most common sources of startup ideas. • Use innovative thinking to generate ideas for high-potential startups. • Describe external and internal analyses that might shape the selection of venture opportunities. • Explain broad-based strategy options and focus strategies. • Assess the feasibility of a startup idea before writing a business plan.
2	<i>Franchises and Buyouts</i> <ul style="list-style-type: none"> • Define <i>franchising</i> and become familiar with franchise terminology. • Understand the pros and cons of franchising and the structure of the industry. • Describe the process for evaluating a franchise opportunity. • List four reasons for buying an existing business and describe the process of evaluating a business.

	<p><i>The Family Business</i></p> <ul style="list-style-type: none"> • Define the terms <i>family</i> and <i>family business</i>. • Explain the forces that can keep a family business moving forward. • Describe the complex roles and relationships involved in a family business. • Identify management practices that enable a family business to function effectively. • Describe the process of managerial succession in a family business.
3	<p><i>The Business Plan: Visualizing the Dream</i></p> <ul style="list-style-type: none"> • Explain the purpose and objectives of business plans. • Give the rationale for writing (or not writing) a business plan when starting a new venture. • Describe the preferred content and format for a business plan. • Provide practical advice on writing a business plan. • Explain the concept and process for developing a firm's business model. • Identify available sources of assistance in preparing a business plan. • Maintain the proper perspective when writing a business plan.
4	<p><i>The Marketing Plan</i></p> <ul style="list-style-type: none"> • Describe small business marketing. • Identify the components of a formal marketing plan. • Discuss the nature of the marketing research process. • Define <i>market segmentation</i> and discuss its related strategies. • Explain the different method of forecasting sales.
5	<p><i>The Human Resources Plan: Managers, Owners, Allies, and Directors</i></p> <ul style="list-style-type: none"> • Describe the characteristics and value of a strong management team. • Explain the common legal forms of organization used by small businesses. • Identify factors to consider in choosing among the primary legal forms of organization. • Discuss the unique features and restrictions that apply to five specialized organizational forms. • Understand the nature of strategic alliances and their uses in small businesses. • Describe the effective use of boards of directors and advisory councils.
6	<p><i>The Location Plan</i></p> <ul style="list-style-type: none"> • Describe the five key factors in locating a brick-and-mortar startup. • Discuss the challenges of designing and equipping a physical facility. • Recognize both the attraction and the challenges of creating a home-based startup. • Understand the potential benefits of locating a startup on the internet.

	<p><i>The Financial Plan: Projecting Needs</i></p> <ul style="list-style-type: none"> • Describe the purpose and need for financial forecasting. • Develop a pro forma income statement to forecast a new venture's profitability. • Determine a company's asset and financing requirements based on a pro forma balance sheet. • Forecast a firm's cash flows. • Provide some suggestions for effective financial forecasting.
7	<p><i>The Financial Plan: Finding Sources of Funding</i></p> <ul style="list-style-type: none"> • Describe how the nature of a firm affects its financing sources. • Evaluate the choice between debt financing and equity financing. • Identify the typical sources of financing used at the outset of a new venture. • Discuss the basic process for acquiring and structuring a bank loan. • Explain how business relationships can be used to finance a small firm. • Describe the two types of private equity investors who offer financing to small firms. • Distinguish among the different government loan programs available to small companies. • Explain when large companies and public stock offerings can be sources of financing.
8	<i>Midterm Examination</i>
9	<p><i>Planning the Harvest</i></p> <ul style="list-style-type: none"> • Explain the importance of having a harvest, or exit, plan. • Describe the options available for harvesting. • Explain the issues in evaluating a firm that is being harvested and deciding on the method of payment. • Provide advice on developing an effective harvest plan.
10	<p><i>Professional Management in the Entrepreneurial Firm</i></p> <ul style="list-style-type: none"> • Discuss the entrepreneur's leadership role. • Explain the small business management process and its unique features. • Identify the managerial tasks of entrepreneurs. • Describe the problem of time pressure and suggest solutions. • Outline the various types of outside management assistance.

11	<p><i>Managing Human Resources</i></p> <ul style="list-style-type: none"> • Explain the importance of employee recruitment and list some useful sources for finding suitable applicants. • Identify the step in evaluating job applicants. • Describe the roles of training and development for both managerial and non-managerial employees. • Explain the various types of compensation plans, including the use of incentive plans. • Discuss the human resource issues of a co-employment, legal protection, labor unions, and the formulizing of employer-employee relationships.
12	<p><i>Managing Operations</i></p> <ul style="list-style-type: none"> • Understand how operations enhance a small company's competitiveness. • Discuss the nature of the operations process for both products and services. • Identify ways to control inventory and minimize inventory costs. • Recognize the contributions of operations management to product and service quality. • Explain the importance of purchasing and the nature of key purchasing policies. • Describe lean production and synchronous management and their importance to operations management in small firms.
13	<p><i>Managing Risk in the Small Firm</i></p> <ul style="list-style-type: none"> • Define <i>business risk</i> and explain its two dimensions. • Identify the basic types of pure risk. • Describe the steps in the risk management process and explain how risk management can be used in small companies. • Explain the basic principles used in evaluating an insurance program. • Identify the common types of business insurance coverage.
14	<p><i>Managing the Firm's Assets</i></p> <ul style="list-style-type: none"> • Describe the working capital cycle of a small business. • Identify the important issues in managing a firm's cash flows. • Explain the key issues in managing accounts receivable. • Discuss the key issues in managing inventory. • Explain the key issues in managing accounts payable. • Calculate and interpret a company's cash conversion period. • Provide examples of the types of capital budgeting decisions small business owners must make. • Discuss the techniques commonly used in making capital budgeting decisions. • Describe the capital budgeting practices of small firms.
15	<p><i>Final Examination</i></p>

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

Elmira Business Institute
Student Syllabus: Financial Securities (BUS245)

Prerequisites: None

Course Credits: 3

Course Description

This course is designed to give students an understanding of financial securities. In particular, the course will give students in the skills to effectively prepare for the qualifying exams, Series 6 and Series 63.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand and define securities markets, investment securities, and economic factors
- Define and understand securities and tax regulation
- Analysis marketing, prospecting, and sales presentations
- Understand how to evaluate customers risks
- Understand the product information at an investment company
- Understand how to open and service customer accounts
- Understand the registration of broker-dealers, agents, and investment advisers
- Understand the ethical practices and fiduciary obligations in an investment company
- Understand the Business Practices for Investment Advisers
- Understand the NASAA and their regulations and rules

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS 245

For the Career Portfolio Project, the student will be given an example customer and be asked to recommend a personal retirement plan for the customer. The student will be responsible for writing a personal retirement strategy plan based upon the current lifestyle conditions of the example customer. The individual instructor will assign the example customers in class and provide specific details for individual direction on the assignment.

Required Course Texts & Course Materials

Pass the 6: A Training Guide for the FINRA Series 6 Exam. 4th ed. First Books. 2010. Print.
(ISBN: 0912301694)

Pass the 63: A Training Guide for NASAA Series 63 Exam. 4th ed. First Books. 2010. Print.
(ISBN: 1610070305)

Supplemental educational learning materials may include and are not limited to

<http://www.nasaa.org/>

“Articles on- line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government’s definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0

Numerical Average	Letter Grade	Quality Points
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topics—Series 6 Text	Topics—Series 63 Text
1	<p><i>Topic 1: Securities Markets, Investment Securities, and Economic Factors</i></p> <ul style="list-style-type: none"> • Learn the definition, types, & components of equity • Know the role of issuing & trading securities • Describe the role and components of debt securities • Discuss economic factors 	<p><i>Topic 1: Remedies and Administrative Provisions</i></p> <ul style="list-style-type: none"> • Know the need for uniformity • Discuss the administrator orders • Learn criminal penalties • Know the civil liberties • Discuss final concerns
2 & 3	<p><i>Topic 2: Securities and Tax Regulation</i></p> <ul style="list-style-type: none"> • Learn the Securities Act of 1933 • Learn the Securities Exchange Act of 1934 and its components • Learn the roles of investment advisers • Describe the Investment Company Act of 1940 • Describe the FINRA rules & procedures • Define taxation and its components • Learn about trusts, estates, gifts, & other concerns • Know the rules & regulations of retirement plans 	<p><i>Topic 2: Registration of Broker-Deals, Agents, and Investment Advisers</i></p> <ul style="list-style-type: none"> • Know the role of investment adviser representatives • Differentiate between broker dealer vs. investment adviser • Know the agents & investment adviser representatives role • Learn registration requirements & procedures

4	<p><i>Topic 3: Marketing, Prospecting, and Sales Presentations</i></p> <ul style="list-style-type: none"> • Describe the Securities Act of 1933 & the role of investment companies • Describe the FINRA rules in relationship to the public 	<p><i>Topic 3: Ethical Practices and Fiduciary Obligations</i></p> <ul style="list-style-type: none"> • Define fraud • Define other prohibited practices • Understand sharing in the clients profits/losses • Know the implications of refusal to follow a customer's instructions • Know the correct use of the words guarantee, certified, & approved • The implications of misusing certifications • Knowing the consequences of failing to bring written complaints to employers attention • Understand insider information and its implications • Understand soliciting orders for unregistered, non-exempt securities • Know the correlation with outside business activities • Define selling away or private securities transactions • Understand arbitrage • Know how to order tickets & trade confirmations
5	<p><i>Topic 4: Evaluation of Customers</i></p> <ul style="list-style-type: none"> • Know the types of investment risks • Understand client profiles • Dealing fairly with customers in relation to the FINRA rule • Understand suitability 	<p><i>Topic 4: Business Practices for Investment Advisers</i></p> <ul style="list-style-type: none"> • Understanding business contracts & compensation • Define conflict of interest & its implications • Know the business practices of investment advisers, IAR's
6	<p><i>Topic 5: Product Information-Investment Company Securities and Variable</i></p> <ul style="list-style-type: none"> • Know the types of contracts • Define mutual funds & know the types of funds and their comparisons • Discuss advantages of mutual fund investing • Learn how to buy & sell mutual fund shares 	<p><i>Topic 5: NASAA Model Rules/Statements of Policy</i></p> <ul style="list-style-type: none"> • Define the NASAA model rules and statements of policy

	<ul style="list-style-type: none"> • Know the structure & operations of the mutual fund company • Understand the definitions & components of shareholder voting, closed-end funds, face amount certificate companies, unit investment trust, ETF's, contractual plans, variable annuities, and variable life insurance 	
7	<p><i>Topic 6: Opening and Servicing Customer Accounts</i></p> <ul style="list-style-type: none"> • Know how to open a new account & the types of account ownerships • Describe anti-money laundering • Understand the FINRA rules, code of procedure, & the arbitration procedure • Learn the Securities Exchange Act of 1934 • Know the Federal Reserve Board's Regulation T & U, and SIPC 	<p><i>Topic 6: NASAA Module Rule: Unethical Business Practices of Investment Advisers</i></p> <ul style="list-style-type: none"> • Define investment adviser representatives & Federal covered advisers roles
8	<i>Midterm</i>	
9		<p><i>Topic 7: NASAA Statement of Policy</i></p> <ul style="list-style-type: none"> • Understand the dishonest or unethical business practices by broker-Dealers & Agents in connection with investment company shares
10		<p><i>Topic 8: Regulation of Securities and Issuers</i></p> <ul style="list-style-type: none"> • Definition of securities • How to register securities • Definition of federal covered securities • Understand offers & sales, D-O-A, & media
11		<p><i>Topic 9: Exclusions and Exemption for Persons</i></p> <ul style="list-style-type: none"> • Learn the role of Brokers-Dealers • Definition of agents and their roles • Know Canadian Broker-Dealers roles • Definition of investment advisers

12		<i>Topic 10: Federal Acts</i> <ul style="list-style-type: none"> Define & learn the implications of Securities Act of 1933, Securities Exchange Act of 1934, Investment Advisers Act of 1940, Insider Trading & Securities Fraud Enforcement Act of 1988, Securities Investor Protection Act of 1970, ERISA, Anti-Money Laundering Regulations, & Regulations S-P
13		<i>Topic 11: Background</i> <ul style="list-style-type: none"> Define the types of investment securities: cash & debt The role of US Government debt Define the types of Municipal & Corporate bonds
14	<i>Review</i>	
15	<i>Final Examination</i>	

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL

Professionalism



Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Generic Writing Rubric

	Excellent: 5	Above Average: 4	Average: 3	Fair: 2	Poor: 1	Automatic Failure: (A check in this column will result in an automatic failure of the project.)	Score:
Completeness: (1-2 pages minimum)	Student goes beyond the requirement of the project. (1.5-2 pages)	Student meets the upper end of the requirement of the project. (1.5 pages)	Student meets the base requirement of the project. (1 full page)	Student has barely one pages.	Student has not met the criteria.		
Content: (varies per course)	Introduction, conclusion, and all questions answered above and beyond.	Introduction, conclusion, and all questions	One page of content had been met	Less than one page.	Did not meet the criteria.		
Grammar:	Student shows excellent control of grammar and style.	Student shows above average control of grammar and style with no more than 3 mistakes in the whole project.	Student shows average control of grammar and style with no more than 6 mistakes in the whole project.	Student shows fair control of grammar and style with no more than 10 mistakes in the whole project.	Student shows poor control of grammar and style with no more than 14 mistakes in the whole project.	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Evidence:	Student uses more sources than are required, and sources used are all academic and scholarly.	Student uses the required number of sources and they are all academic and scholarly.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.		
MLA:	MLA style is exemplary and used consistently and extensively throughout the manuscript.	MLA style is used consistently with 1-3 errors throughout the manuscript.	MLA style is used throughout the manuscript but exhibits 4-5 common errors.	MLA style is used inconsistently throughout the manuscript; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	More than 10 MLA errors are noted.	N/A
Timeliness:	Hands in early		Hands in on time	Hands in one day late	Hands in one week late		

Comments:

	A
	B
	C
	D
(or one of the automatic failures)	F

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes _____ No _____

Elmira Business Institute
Student Syllabus: People Skills in the Workplace (BUS250)

Prerequisites: None**Course Credits: 3****Course Description**

The course explores the importance of effective communication in our personal lives, in the world of business, and as a business owner-entrepreneur. Students will scrutinize practical business applications such as employee motivation, handling customer complaints, and effectively resolving conflict in the workplace.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Realize that human relations are the key to personal growth and career success
- Learn to build high self-esteem, develop a positive attitude, and motivate yourself and others
- Learn to create positive energy in the workplace, achieve emotional balance, and develop a professional presence
- Learn to work and communicate effectively with others, within teams, and resolve conflict with others
- Respond to and manage work related stress and employ techniques to reduce stress
- Learn to set goals, develop a plan for making positive changes in your life, and live a healthier lifestyle

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS250

For the Career Portfolio Project, the student will be given an example of a work place conflict that occurred due to difference in personal communication skills, using the five most influential theories of motivation and contemporary motivational strategies the student will write a five to eight page paper using MLA format to explain how to resolve the conflict. The individual instructor will assign the individual cases in class and provide specific details for individual direction on the case studies.

Required Course Texts & Course Materials

Reece, Barry L., Brandt, Rhonda, Howie, Karen F.; *Effective Human Relations*, 13th ed. Ohio: South-Western, Cengage Learning. 2017, 2014. Print. (ISBN: 9781305576162)

Supplemental educational learning materials may include and are not limited to

“Articles on-line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7

Numerical Average	Letter Grade	Quality Points
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

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No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

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Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

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Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson #</i>	<i>Topic(s)</i>
1	<i>Realization and explanation of the nature, purpose, and importance of human relations.</i> <ul style="list-style-type: none"> Discover how the study of human relations help you achieve career success and a better work-life balance Describe the major forces influencing human behavior at work Identify the seven basic themes that serve as the foundation for effective human relations
2	<i>Improvement of personal communication skills and organizational communication.</i> <ul style="list-style-type: none"> Explain communication process and filters Improve your personal communication by providing feedback and developing listening skills Improve the flow of communication through an organization Effectively communicate with technology i.e. cell phones, voice mail, and email
3	<i>Identify communication style and realize the effect it has in interpersonal relations</i> <ul style="list-style-type: none"> Describe the sociability continuum and dominance continuum and what each measures Describe which communication style you may use and its effects on relating and communicating with others Use style-flexing to better communicate with people with different communication styles

4	<p><i>Techniques to improve and increase self-esteem</i></p> <ul style="list-style-type: none"> • Compare and contrast low versus high self-esteem and its impact on a person's life • Identify and implement the techniques used to increase & improve self-esteem • Describe the techniques employers can use to increase self-esteem of employees
5	<p><i>Personal values that help make ethical choices.</i></p> <ul style="list-style-type: none"> • Explain benefits of developing values & strong personal character • Resolve internal values conflict & values conflicts with others • Explain the steps necessary to make ethical decisions • Outline steps an organization can take to eliminate corporate crime
6	<p><i>How attitudes can shape people's lives and affect the success of an organization</i></p> <ul style="list-style-type: none"> • Describe how attitudes of employees impact the success of the organization • Explain how people develop positive or negative attitudes • Employ techniques to improve attitude and have more positive attitudes • Describe how organizations can develop positive attitudes of employees
7	<p><i>Strategies to motivate yourself and others.</i></p> <ul style="list-style-type: none"> • Explain the complex nature of motivation and different things that motivate different people • Describe five most influential theories of motivation and contemporary motivational strategies • Utilize self-motivational strategies to reach personal and work-related goals
8	Midterm
9	<p><i>Constructive self-disclosure</i></p> <ul style="list-style-type: none"> • Explain how self-disclosure improves interpersonal relationships and teamwork • Describe different panes of Johari Window model, and the information placed in each pane • Determine appropriate information occasions to self-disclose and barriers to disclosing <p><i>How to achieve emotional balance</i></p> <ul style="list-style-type: none"> • Describe how emotions influence thinking and behavior in the workplace • Identify major factors that influence emotional development • Address, control anger, and deal with anger and/or violence of others

10	<p><i>Positive energy to improve interpersonal relationships</i></p> <ul style="list-style-type: none"> • Reveal how positive energy contributes to improved interpersonal relationships • Create awareness of the strong need people have for encouragement and positive feedback • Explain how to use positive reinforcement and reward to create positive energy
11	<p><i>Professional presence & positive first impression</i></p> <ul style="list-style-type: none"> • Realize & explain importance of having a professional presence & making a good first impression • Describe one's image and factors that form it • Compare & contrast the different factors that influence the choice for workplace clothing & attire
12	<p><i>Team building as a leadership strategy</i></p> <ul style="list-style-type: none"> • Explain the importance of teamwork in workplace & organizational success • Identify & describe common types of work teams & their functions • Understand team-member skills that employers look for
13	<p><i>Workplace conflict & dealing with difficult people</i></p> <ul style="list-style-type: none"> • Identify major causes of conflict in the workplace • Describe assertiveness, how to use it, and the negotiation skills used in conflict situations • Understand the steps and elements of the conflict resolution process
14	<p><i>Response and management of personal & work-related stress</i></p> <ul style="list-style-type: none"> • Find and explain major personal & work related causes of stress • Know the warning signs of too much stress • Identify & implement effective stress management strategies <p><i>Life plan for more effective human relations</i></p> <ul style="list-style-type: none"> • Explain coping with forces that influence work-life balance • Setting goals & standards to achieve & develop a healthy lifestyle • Discuss the importance of attempting to live the "right livelihood" and develop a plan to make positive change in your life • Find & describe non-financial resources that can enrich lives
15	<i>Comprehensive Final Examination</i>

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points _____/100 points

People Skills in the Workplace

	Excellent: 5	Above Average: 4	Average: 3	Fair: 2	Poor: 1	Automatic Failure: (A check in this column will result in an automatic failure of the project.)	Score:
Completeness: (1-2 pages minimum)	Student goes beyond the requirement of the project. (1.5-2 pages)	Student meets the upper end of the requirement of the project. (1.5 pages)	Student meets the base requirement of the project. (1 full page)	Student has barely one pages.	Student has not met the criteria.		
Content: (varies per course)	Introduction, conclusion, and all questions answered above and beyond.	Introduction, conclusion, and all questions	One page of content had been met	Less than one page.	Did not meet the criteria.		
Grammar:	Student shows excellent control of grammar and style.	Student shows above average control of grammar and style with no more than 3 mistakes in the whole project.	Student shows average control of grammar and style with no more than 6 mistakes in the whole project.	Student shows fair control of grammar and style with no more than 10 mistakes in the whole project.	Student shows poor control of grammar and style with no more than 14 mistakes in the whole project.	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Evidence:	Student uses more sources than are required, and sources used are all academic and scholarly.	Student uses the required number of sources and they are all academic and scholarly.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.		
MLA:	MLA style is exemplary and used consistently and extensively throughout the manuscript.	MLA style is used consistently with 1-3 errors throughout the manuscript.	MLA style is used throughout the manuscript but exhibits 4-5 common errors.	MLA style is used inconsistently throughout the manuscript; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	More than 10 MLA errors are noted.	N/A
Timeliness:	Hands in early		Hands in on time	Hands in one day late	Hands in one week late		

Elmira Business Institute
Student Syllabus: Staffing and Recruiting (BUS255)

Prerequisites: Human Resources Management (BUS230)

Course Credits: 3

Course Description

This course focuses on the effective management of the flow of talent into and through an organization. It covers human resource planning, recruiting, and selection, career transitions and other workforce movement. In particular, the force of the course is to provide opportunities to develop hands-on skills that are relevant to effectively managing talent flow.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand the practice of human resource staffing and recruitment in modern corporations
- Demonstrate practical skills in job analysis, writing help-wanted ads, interviewing, judging job candidates, and conducting recruiting
- Develop quantitative skills to analyze reliability, validity, and adverse impact
- Appreciate the legal environment for employers in testing, and hiring
- Understand concepts and approaches that align staffing and recruiting systems with business strategy.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Career Portfolio for Workplace Skills Project for BUS255

The student will be assigned a specific company and be responsible for recruiting talented professionals to the company. The student will give a ten to fifteen minute presentation to the class on how they plan to recruit talent for the company.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Required Course Texts & Course Materials

Phillips, Jean and Gully, Stanley; *Strategic Staffing*, 3rd ed. Prentice Hall. 2009. Print.
(ISBN: 9780133571769)

Supplemental educational learning materials may include and are not limited to

Articles on-line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites, educational videos, and/or guest speakers as assigned throughout the course.

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Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>Strategic Staffing at Caribou Coffee</i> <ul style="list-style-type: none"> • Definition and context • Understand the differences between strategic staffing versus traditional staffing • Describe the components and goals of strategic staffing • Understand integrating functional areas of HR management • Organizational methods for improving performance
2	<i>Business and Staffing Strategies at Starbucks</i> <ul style="list-style-type: none"> • Understand the resource based view of firm • Identify the firm's business strategy and talent philosophy • Describe methods for measuring your firm's climate for diversity • Determining and deriving the firm's staffing strategy • Describe various strategic staffing decisions • Understand competitive talent advantage
3	<i>The Legal Context</i> <ul style="list-style-type: none"> • Explain why complying with staffing laws can be strategic • Discuss different types of employment relationships • Describe different types of staffing-related lawsuits • Discuss the role affirmative action and equal employment opportunity play in a firm's staffing processes
4	<i>Strategic Job Analysis and Competency Modeling</i> <ul style="list-style-type: none"> • Explain why doing a job analysis can be strategic • Describe the different types of job analyses and for what they are used • Define <i>job description</i> and <i>person specification</i>, and describe how they are used • Describe the advantages and disadvantages of different job analysis methods • Describe how to conduct a job analysis
5	<i>Forecasting and Planning</i> <ul style="list-style-type: none"> • Describe the workforce planning process • Discuss how an organization can predict its future business activity • Describe how an organization can forecast its demand for workers • Explain how to forecast the likely supply of available workers from inside and outside the firm • Discuss how to develop action plans to address gaps between labor supply and labor demand • Describe the staffing planning process.
6	<i>Sourcing: Identifying Recruits</i> <ul style="list-style-type: none"> • Describe the role of sourcing in the staffing process • Explain what makes one recruiting source more effective than another • List alternative recruiting sources and match them with specific jobs • Create a sourcing plan • Explain how to best source nontraditional applicant pools • Explain the role geographic targeting plays in the sourcing process

7	<p><i>Recruiting</i></p> <ul style="list-style-type: none"> • Describe the purpose of recruiting • Explain what recruitment “spillover effects” are • Understand what makes a recruiter more or less effective • Describe how recruiting guides and the EEOC’s best recruiting practices promote recruiting consistency and quality
8	<p><i>Midterm Measurement</i></p> <ul style="list-style-type: none"> • Explain why measurement and assessment are important to staffing • Describe patterns in data • Understand correlation and regression and explain how each is used • Define practical and statistical significance and explain why they are important • Define reliability and validity and explain how they affect the evaluation of a measure • Explain why standardization and objectivity are important in measurement
9	<p><i>Assessing External Candidates</i></p> <ul style="list-style-type: none"> • Identify different external assessment goals • Describe what is meant by an assessment plan • Describe different assessment methods and how each is best used • Discuss how to evaluate external assessment methods • Identify ways to reduce the adverse impact of an assessment method
10	<p><i>Assessing Internal Candidates</i></p> <ul style="list-style-type: none"> • Identify the goals of internal assessment goals • Discuss how internal assessment can enhance a firm’s strategic capabilities • Describe different internal assessment methods • Discuss the importance of integrating succession management and career development • Describe the two models of internal assessment
11	<p><i>Choosing and Hiring Candidates</i></p> <ul style="list-style-type: none"> • Describe different ways of combining candidates’ scores on different assessment methods to calculate an overall score • Describe three different ways of making a final choice of whom to hire • Discuss the factors that influence the content of a company’s job offer • Describe the four different job offer strategies • Describe different types of fairness and explain why candidates’ perceptions of fairness are important to staffing
12	<p><i>Managing Workforce Flow</i></p> <ul style="list-style-type: none"> • Discuss ways to make socialization more effective • Describe the six different types of turnover • Discuss employee retention strategies • Discuss various ways of downsizing a company’s workforce • Describe how to effectively terminate an employee

13	<i>Staffing System Evaluation and Technology</i> <ul style="list-style-type: none">• Describe the effects staffing activities have on applicants, new hires, and organizations• Explain the different types of staffing metrics and how each is used best• Describe a balanced staffing scorecard• Explain how digital staffing dashboards can help managers monitor and improve the staffing process• Describe how staffing technology can improve the efficiency and effectiveness of the staffing function
14	Review
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Generic Presentation Rubric

Name: _____

Grade: _____

Title: _____

Time: _____

A “C” (3) speech must meet the following standards:

- ☐ Student maintains eye contact and body language gestures are appropriate
- ☐ The speech meets the general requirements of the speech as well as the specifics of the assignment.
- ☐ The content is appropriate for the audience.
- ☐ The speech is sufficiently focused and has a clearly identifiable purpose.
- ☐ The speech contains adequate supporting material.
- ☐ The speech reflects responsible knowledge.
- ☐ The pace of the presentation is appropriate; information is appropriately distributed through introduction, body, and conclusion.
- ☐ The speaker uses language correctly.
- ☐ The speech is presented on the day assigned, and falls within the assigned time range.
- ☐ Reputable sources are annotated, with sections in the presentation marked and noted “paraphrased” or “quoted” (with MLA style including cited page)
- ☐ Outline/paper as assigned to accompany presentation

A “B” (4) speech must satisfy all requirements for a “C” speech and meet the following standards:

- ☐ The topic is challenging to a college audience.
- ☐ The topic is adapted to fit the audience.
- ☐ The speaker demonstrates personal commitment to the topic and assignment.
- ☐ The speech has a greater research base beyond minimal adequacy.
- ☐ The speaker uses a variety of supporting materials.
- ☐ The speaker clearly documents verbal references within the presentation.
- ☐ The speech captures and sustains attention.

An “A” (5) speech must satisfy all requirements for a “B” speech and meet the following standards:

- ☐ The speech demonstrates imagination and creativity in topic selection/development.
- ☐ Information and supporting materials are varied, well adapted to the audience, and skillfully integrated.
- ☐ The speech has a complete research base.
- ☐ The speaker demonstrates a comprehensive analysis and understanding of ideas/issues.
- ☐ The speaker presents a polished presentation.

A “D” (2) speech does not meet two or three of the standards from a “C” speech, or

- ☐ The speech is based entirely on biased information or unsupported opinions.
- ☐ The subject is inappropriate, offensive, or confusing to the audience.
- ☐ The speaker demonstrates a lack of seriousness about the assignment.

An “F” (1) speech does not meet four or more of the standards from a “C” speech, reflects one or more of the problems associated with a “D” speech, or

- ☐ The speech contains fabricated supporting material.
- ☐ The speaker deliberately distorts evidence.
- ☐ The speech is plagiarized

Comments:

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Employment Law (BUS260)

Prerequisites:

Course Credits: 3

Course Description

The course will introduce a broad scope of employment laws and provides the opportunity to apply these laws to the employment arena. In particular, the course will provide students with an overview of the legal environment of the modern American workplace, including an awareness of the legal, social, economic, and political forces impacting the law, and responsive strategies for the business manager.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Analyze employee and employer relationship
- Analyze employment regulations relating to a union environment and a potential union environment
- Apply legal requirements to employment conditions
- Apply legal requirements to the regulation of worker benefits
- Apply employment regulations for civil liberties and equal employment in workplace situations
- Apply workplace privacy laws
- Analyze current issues of employment law in the workplace

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Career Portfolio for Workplace Skills Project for BUS260

The student will be given cases in written and/or visual form, describing ethical issues in management. The student will compose a three-to-five page paper, using MLA format, explaining the process necessary to resolve those issues described in the cases.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Required Course Texts & Course Materials

Bennett-Alexander, Hartman; *Employment Law for Business*, 8th ed. New York, New York: McGraw Hill Publishing, 2012. Print. (ISBN: 9780078023798)

Supplemental educational learning materials may include and are not limited to

“Steingold, Fred, Schroeder, Alayna; *The Employer’s Legal Handbook* 9th ed. Berkeley: Nolo Press. 2009. Print. (ISBN: 9781413310238)

Articles on- line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites, periodicals, educational videos, and/or guest speakers as assigned throughout the course. Kallman, Ernest, Al. and Grillo, John. *Ethical Decision Making and Information Technology and Introduction with Cases* 2nd ed. New York, New York: McGraw-Hill 1996. Print.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Examinations	35%
Homework	20%
Career Portfolio Project	15%
Case Studies	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0

Numerical Average	Letter Grade	Quality Points
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>The Regulation of Employment</i> <ul style="list-style-type: none">• Describe the balance between the freedom to contract and the current regulatory environment for employment• Identify who is subject to which employment laws and understand the implication of each of these laws for both the employer and employee• Delineate the risks to the employer from employee misclassification• Explain the difference between an employee and an independent contractor and the tests that help us in that determination• Articulate the various ways in which the concept “employer” is defined by the various employment-related regulations• Describe the permissible parameters of non-compete agreements
2	<i>The Employment Law Toolkit: Resources for Understanding the Law and Recurring Legal Concepts</i> <ul style="list-style-type: none">• Understand how to read and digest legal cases and citations• Explain and distinguish the concepts of <i>stare decisis</i> and precedent• Evaluate whether an employee is an at-will employee• Determine if an at-will employee has sufficient basis for wrongful discharge• Recite and explain at least three exceptions to employment-at-will• Distinguish between disparate impact and disparate treatment discrimination claims• Provide several bases for employer defenses to employment discrimination claims• Determine if there is sufficient basis for a retaliation claim by an employee• Identify sources for further legal information and resources

3	<p><i>Title VII of the Civil Rights Act of 1964</i></p> <ul style="list-style-type: none"> • Explain the history leading up to the passage of the Civil Rights Act of 1964 • Provide examples of ways that certain groups of people were treated differently before passage of the Civil Right Act • Discuss what is prohibited by Title VII • Recognize who is covered by Title VII and who is not • State how a Title VII claim is filed and proceeds through the administrative process • Determine if a Title VII claimant is able to proceed after receiving a no-reasonable-cause finding • Distinguish between the various types of alternative dispute resolution used by EEOC • Explain the Post-Civil War Statutes, including what each is and what it does • Discuss what management can do to comply with Title VII
4	<p><i>Legal Construction of the Employment Environment</i></p> <ul style="list-style-type: none"> • Explain why employers might be concerned about ensuring protections for equal opportunity during recruitment • Describe how the recruitment environment is regulated, by both statutes and common law • Describe the employers opportunities during the information-gathering process to learn as much as possible about hiring the most effective worker • Explain how the employer might be liable under the theory of negligent hiring • Identify the circumstances under which an employer may be responsible for an employee's compelled self-publication, thus liable for defamation • Explain the difference between testing for eligibility and testing for ineligibility, and provide examples of each • Identify the key benefits of performance appraisal structures as well as their areas of potential pitfalls
5	<p><i>Affirmative Action</i></p> <ul style="list-style-type: none"> • Discuss what affirmative action is and why it was created • Provide results of several studies indicating why there continues to be a need to take more than a passive approach to equal employment opportunity • Name and explain the three types of affirmative action • Explain when affirmative action plans are required and how they are created • List the basic safeguards put in place in affirmative action plans to minimize harm to others • Define "reverse discrimination" and tell how it relates to affirmative action • Explain the arguments of those opposed to affirmative action and those who support it • Explain the concept of valuing diversity/inclusion/multiculturalism and why it is needed, and give examples of ways to do it

6	<p><i>Race and Color Discrimination</i></p> <ul style="list-style-type: none"> • Discuss and give details on the history of race discrimination and civil rights in the United States • Explain the relevance of history of civil rights to present day workplace race discrimination issues • Set forth the findings of several recent studies on race inequalities • Identify several ways that race and color discrimination are manifested in the workplace • Explain why national origin issues have recently been included under race discrimination claims by the EEOC • Describe ways in which an employer can avoid potential liability for race and color discrimination
7	<p><i>National Origin Discrimination</i></p> <ul style="list-style-type: none"> • Describe the impact and implications of the changing demographics of the American workforce • Define the <i>prima facie</i> case for national origin discrimination under Title VII • Explain the legal status surrounding “English-only policies” in the workplace • Describe a claim for harassment based on national origin and discuss how it might be different from one based on other protected classes • Identify the difference between citizenship and national origin • Explain the extent of protection under the Immigration Reform and Control Act <p><i>Gender Discrimination</i></p> <ul style="list-style-type: none"> • Recite Title VII and other laws relating to gender discrimination • Understand the background of gender discrimination and how we know it still exists • List the different ways in which gender discrimination is manifested in the workplace • Analyze a situation and determine if there are gender issues that may result in employer liability • Define fetal protection policies, gender-plus discrimination, workplace lactation issues, and gender-based logistical concerns • Differentiate between legal and illegal grooming policies • List common gender realities at odds with common bases for illegal workplace determinations • Distinguish between equal pay and comparable worth and discuss proposed legislation
8	Midterm Examination

9	<p><i>Sexual Harassment</i></p> <ul style="list-style-type: none"> • Discuss the background leading up to sexual harassment as a workplace issue • Explain quid pro quo sexual harassment and give the requirements for making a case • Explain hostile environment sexual harassment and give the requirements for making a case • List and explain employer defenses to sexual harassment claims • Define the reasonable victim standard and how and why it is used in sexual harassment cases • Differentiate the sex requirement and anti-female animus in sexual harassment actions • Explain employer liability for various types of sexual harassment claims • Describe proactive and corrective actions an employer can take to prevent or lessen liability
10	<p><i>Affinity Orientation Discrimination</i></p> <ul style="list-style-type: none"> • Relate the history of the modern gay rights movement • Name the states that include gays and lesbians in their anti-discrimination laws as well as Title VII's position • Provide the pros and cons of employers being inclusive of gay and lesbian employees • Discuss how some courts have circumvented the exclusion of gays and lesbians from Title VII coverage • Identify whether same-gender sexual harassment is covered by Title VII • Discuss the workplace issues involving transgender • Identify some of the employment benefits issues for gays and lesbians • List some ways that employers can address gay and lesbian issues in the workplace
11	<p><i>Religious Discrimination</i></p> <ul style="list-style-type: none"> • Discuss the background of religious discrimination and give some contemporary issues • Give Title VII's definition of religion for discrimination purposes • Explain religious conflicts under Title VII and give examples • Define religious accommodation and guidelines to its usage • Define undue hardship as it allows and employer defense to religious discrimination claims • Describe religious harassment and give examples • Identify the ways in which unions and religious conflicts occur • List some ways in which management can avoid religious discrimination conflicts

12	<p><i>Age Discrimination</i></p> <ul style="list-style-type: none"> • Distinguish between • the perception of older workers from the reality of their impact in the workplace • Describe the history of the protection of older workers in the United States • Distinguish the ADEA and state-based age discrimination laws • Identify the legal options available to an employee who believes that he or she is a victim of age discrimination • Explain the <i>prima facie</i> case of discrimination based on age • Describe the bona fide occupational qualification defenses available to employers under the ADEA • Distinguish circumstances where disparate impact and disparate treatment apply in connection with age discrimination • Analyze factual circumstances when employer economic concerns may justify adverse action against particular groups of workers • Recognize necessary elements to establish pretext under the ADEA • Define the parameters of a valid waiver of ADEA rights
13	<p><i>Disability Discrimination</i></p> <ul style="list-style-type: none"> • Identify the current environment for disabled workers in today's workplaces • Identify the challenges inherent in drafting, interpreting, and enforcing disability anti-discrimination statute • Outline the <i>prima facie</i> case for discrimination under the Americans with Disabilities Act, paralleled by section 504 of the Vocational Rehabilitation Act of 1973 • Describe the term <i>disability</i> as it is defined by the ADA and offer examples of covered disabilities or disabilities that may not be covered • Define <i>major life activity</i> and <i>substantially limited</i> according to court decisions under the ADA • Explain how someone could be covered by the ADA when they are not at all disabled, under the provision for "<i>perception of impairment</i>" • Describe how employers can determine the reasonableness of any proposed accommodation • Outline the burden-shifting framework of the ADA • Describe the defenses available to employers under the ADA • Describe how the law treats mental or intellectual disabilities under the ADA • Identify the distinctions between employer liability based on worker's compensation and liability based on the ADA

14	<p><i>The Employee's Right to Privacy and Management of Personal Information</i></p> <ul style="list-style-type: none"> • Describe the nature of privacy as a fundamental right • Explain the three general ways in which privacy is legally protected in the United States • Define the legal concept of a "reasonable expectation of privacy" and its application to the workplace • Identify and apply the standard for unreasonable searches and seizures under the Fourth Amendment • Explain the distinctions between the protections for public and private sector privacy • Describe the legal framework that applies to private sector privacy cases • Identify and differentiate the prima facie cases for common-law claims of privacy invasion (intrusion into seclusion public disclosure of private facts, publication in a false light, and breach of contract/defamation) • Explain the extent to which an employer can legally dictate the off-work acts of its employees • Discuss how advances in technology have impacted employee privacy • State the key business justifications for employee monitoring • Explain the most effective means by which to design and implement a technology use policy • Describe the legal environment that surrounds employee use of social media technologies <p><i>Labor Law</i></p> <ul style="list-style-type: none"> • Discuss the history of unions in the United States • Identify the Norris-LaGuardia Act of 1932 and what it covers • Identify the National Labor Relations Act of 1935 (Wagner Act) and what it requires • List and explain several collective bargaining agreement clauses • Explain unfair labor practices and give examples • Describe the Taft-Hartley Act of 1947 and its requirements • Define the Landrum-Griffin Act of 1959 (Labor Management Reporting and Disclosure Act) and its provisions • Discuss collective bargaining in the public sector and how it differs from the private sector
15	<i>Comprehensive Final Examination</i>

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
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Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learningoutcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____ No____

Generic Writing Rubric

	Excellent: 5	Above Average: 4	Average: 3	Fair: 2	Poor: 1	Automatic Failure: (A check in this column will result in an automatic failure of the project.)	Score:
Completeness: (1-2 pages minimum)	Student goes beyond the requirement of the project. (1.5-2 pages)	Student meets the upper end of the requirement of the project. (1.5 pages)	Student meets the base requirement of the project. (1 full page)	Student has barely one pages.	Student has not met the criteria.		
Content: (varies per course)	Introduction, conclusion, and all questions answered above and beyond.	Introduction, conclusion, and all questions	One page of content had been met	Less than one page.	Did not meet the criteria.		
Grammar:	Student shows excellent control of grammar and style.	Student shows above average control of grammar and style with no more than 3 mistakes in the whole project.	Student shows average control of grammar and style with no more than 6 mistakes in the whole project.	Student shows fair control of grammar and style with no more than 10 mistakes in the whole project.	Student shows poor control of grammar and style with no more than 14 mistakes in the whole project.	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Evidence:	Student uses more sources than are required, and sources used are all academic and scholarly.	Student uses the required number of sources and they are all academic and scholarly.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.		
MLA:	MLA style is exemplary and used consistently and extensively throughout the manuscript.	MLA style is used consistently with 1-3 errors throughout the manuscript.	MLA style is used throughout the manuscript but exhibits 4-5 common errors.	MLA style is used inconsistently throughout the manuscript; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	More than 10 MLA errors are noted.	N/A
Timeliness:	Hands in early		Hands in on time	Hands in one day late	Hands in one week late		

Comments:

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Fundamentals of Selling (BUS265)

Prerequisites: None

Course Credits: 3

Course Description

This course covers the principles, problems, and techniques of one-on-one selling of ideas, products, and services in today's domestic and international markets. Active participation provides practical experience through guided role-playing with techniques for success as a sales professional. Psychological and social aspects of buyer motivation are studied, as well as critical thinking, elements of presentation, and ethics as appropriate for developing beginning sales skills.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Describe the selling profession
- Discuss the psychological aspects of selling
- Compare communication skills used in selling
- Write an effective evaluation of the entire sales presentation for each member of the class during the role-play session
- Conduct a sales call by phone or in person
- Recognize, analyze and effectively handle sales objections
- Apply closing techniques to consummate the sale
- Develop and implement a plan of prospecting for a specific product or service
- Apply at least one method for getting referrals
- Organize and present an actual sales presentation for a market or service

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS265

The student will be given an example product and be asked to give a ten-to-fifteen minute sales presentation to the class on the product. The individual instructor will assign the example products in class and provide specific details for individual direction on the assignment.

Required Course Texts & Course Materials

Futrell, Charles. *Fundamentals of Selling*. 13th ed. New York: McGraw-Hill Higher Education. 2014. Print. (ISBN: 9780077861018)

Supplemental educational learning materials may include and are not limited to

“Articles on-line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Fleming, Noah. *Evergreen: Cultivate the Enduring Customer Loyalty That Keeps Your Business Thriving*. , 2015. Print. (ISBN: 9780814434437)

Berger, Jonah. *Contagious: How to Build Word of Mouth in the Digital Age*, 2014. Print.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government’s definition of appropriate assigned homework for each credit hour. For each one credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example, a three credit course will include an average of 6 hours of homework each week for 15 weeks). For classes with lab or clinical work, a three credit, four hour class will include an average of 6 hours of homework each week. For externships, each credit hour will include an average of 3 hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<p><i>The Life, Times and Career of the Professional Salesperson</i></p> <ul style="list-style-type: none"> • Define & explain “selling” • Explain why everyone sells, even you • Explain the relationship between the definition of personal selling & the Golden Rule of Personal Selling • Discuss the reasons people might choose a sales career • Enumerate some of the various types of sales job. • Describe the job activities of salespeople • Define the characteristics that salespeople believe are needed for success in building relationships with customers • List and explain the ten steps in the sales process
2	<p><i>Relationship Marketing: Where Personal Selling Fits</i></p> <ul style="list-style-type: none"> • Define & explain the terms <i>marketing</i> and <i>marketing concept</i> • Describe the evolution of customer orientation in the United States • Answer the question, Why is marketing important to an organization? • Illustrate how the firm’s product, price, distribution, and promotion efforts are coordinated for maximum sales success • Explain why an organization should listen to its customers • Discuss the role of personal selling in the firm’s marketing relationship efforts • Understand a salesperson’s roles when practicing consultative selling

3	<p><i>Ethics First...Then Customer Relationships</i></p> <ul style="list-style-type: none"> • Describe management's social responsibilities • Explain what influences ethical behavior • Define Management's ethical responsibilities • Discuss ethical dealings among salespeople, employers, & customers • Describe the international side of ethics • Explain what is involved in managing sales ethics
4	<p><i>The Psychology of Selling: Why People Buy</i></p> <ul style="list-style-type: none"> • Explain the differences between a feature, an advantage, & a benefit • Be able to construct a SELL sequence • Know when & how to use a trial close • Explain why people buy benefits rather than features or advantages • Enumerate techniques for determining a customer's needs • List factors that influence the customer's buying decision • Show why buying is a choice decision
5	<p><i>Relationship Building: It's Not All Talk</i></p> <ul style="list-style-type: none"> • Present & discuss the salesperson-buyer communication process • Discuss & illustrate the importance of using nonverbal communication when selling • Define & recognize acceptance, caution, & disagreement nonverbal signals • Review barriers to effective sales communication • Explain ways of developing persuasive communications
6	<p><i>Sales Knowledge: Customers, Products, Technologies</i></p> <ul style="list-style-type: none"> • Explain why it is so important to be knowledgeable • Discuss the major body of knowledge needed for increased sales success • Illustrate how to use this knowledge during the sales presentation • Explain the main technologies used by salespeople
7	<p><i>Prospecting—The Lifeblood of Selling</i></p> <ul style="list-style-type: none"> • Define the sales process, list, & describe its ten steps in the correct sequence • State why it is important to prospect • Describe the various prospecting methods • Ask for a referral anywhere during the referral cycle • Make an appointment with a prospect or customer in person or by telephone <p><i>Planning the Sales Call Is a Must!</i></p> <ul style="list-style-type: none"> • Explain the importance of sales call planning • List and describe the four planning steps in order • Develop a customer benefit plan • Describe the prospect's five mental steps in buying
8	Midterm Examination

9	<p><i>Carefully Select Which Sales Presentation Method to Use</i></p> <ul style="list-style-type: none"> • State why you first select a sales presentation method & then select the approach • Describe the different sales presentation methods, know their differences, & know the appropriate situation for using a particular method
10	<p><i>Begin Your Presentation Strategically</i></p> <ul style="list-style-type: none"> • Explain the importance of using an approach & provide examples of approaches • Illustrate why the approach should have a theme that is related to the presentation and the prospect's important buying motives. • Present four types of questioning techniques for use throughout the presentation and give an example of each technique
11	<p><i>Elements of a Great Sales Presentation</i></p> <ul style="list-style-type: none"> • Discuss the purpose & essential steps of the sales presentation • Give examples of the six sales presentation mix elements • Describe difficulties that may arise during the sales presentation & explain how to handle them • State how to handle discussion of the competition • Explain the need to properly diagnose the prospect's personality to determine the design of the sales presentation
12	<p><i>Welcome Your Prospect's Objections</i></p> <ul style="list-style-type: none"> • Explain why you should welcome a prospect's objections • Describe what to do when objections arise • Discuss seven basic points to consider in meeting a prospect's objections • Explain six major categories of prospect objections & give an example of how to handle each of them • Present, illustrate, & use in your presentation several techniques for meeting prospect objections • Describe what to do after meeting an objection
13	<p><i>Closing Begins the Relationship</i></p> <ul style="list-style-type: none"> • Explain when to close • Describe what to do if your prospect asks for more information, gives an objection, or says no when you ask for the order • Explain why you must prepare to close more than once

14	<i>Service and Follow-Up for Customer Retention</i> <ul style="list-style-type: none">• State why service & follow up are important to increasing sales• Build friendships• Discuss how follow up and service result in account penetration and improved sales• List the eight steps involved in increasing sales to your customer• Explain the importance of properly handling customers' returned goods requests & complaints in a professional manner
15	<i>Comprehensive Final Examination</i>

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

Name: _____ Grade: _____
Title: _____ Time: _____

A “C” (3) speech must meet the following standards:

- ☐ Student maintains eye contact and body language gestures are appropriate
- ☐ The speech meets the general requirements of the speech as well as the specifics of the assignment.
- ☐ The content is appropriate for the audience.
- ☐ The speech is sufficiently focused and has a clearly identifiable purpose.
- ☐ The speech contains adequate supporting material.
- ☐ The speech reflects responsible knowledge.
- ☐ The pace of the presentation is appropriate; information is appropriately distributed through introduction, body, and conclusion.
- ☐ The speaker uses language correctly.
- ☐ The speech is presented on the day assigned, and falls within the assigned time range.
- ☐ Reputable sources are annotated, with sections in the presentation marked and noted “paraphrased” or “quoted” (with MLA style including cited page)
- ☐ Outline/paper as assigned to accompany presentation

A “B” (4) speech must satisfy all requirements for a “C” speech and meet the following standards:

- ☐ The topic is challenging to a college audience.
- ☐ The topic is adapted to fit the audience.
- ☐ The speaker demonstrates personal commitment to the topic and assignment.
- ☐ The speech has a greater research base beyond minimal adequacy.
- ☐ The speaker uses a variety of supporting materials.
- ☐ The speaker clearly documents verbal references within the presentation.
- ☐ The speech captures and sustains attention.

An “A” (5) speech must satisfy all requirements for a “B” speech and meet the following standards:

- ☐ The speech demonstrates imagination and creativity in topic selection/development.
- ☐ Information and supporting materials are varied, well adapted to the audience, and skillfully integrated.
- ☐ The speech has a complete research base.
- ☐ The speaker demonstrates a comprehensive analysis and understanding of ideas/issues.
- ☐ The speaker presents a polished presentation.

A “D” (2) speech does not meet two or three of the standards from a “C” speech, or

- ☐ The speech is based entirely on biased information or unsupported opinions.
- ☐ The subject is inappropriate, offensive, or confusing to the audience.
- ☐ The speaker demonstrates a lack of seriousness about the assignment.

An “F” (1) speech does not meet four or more of the standards from a “C” speech, reflects one or more of the problems associated with a “D” speech, or

- ☐ The speech contains fabricated supporting material.
- ☐ The speaker deliberately distorts evidence.
- ☐ The speech is plagiarized

Comments

MIDTERM



Professionalism

Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Compensations and Benefits (BUS270)

Prerequisites: Human Resources Management (BUS230)

Course Credits: 3

Course Description

This course offers an introduction to the systems, methods and procedures involved in the administration and oversight of compensation programs. Topics include compensation theory, techniques and problems in job analysis and evaluation, benefits, and developing wage, and salary systems.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Describe the various legally required & discretionary employee benefits and types of information used to develop strategic benefit plans.
- Understand the psychology & effects of employee benefits.
- Describe the economics of employee benefits and the effect of government-mandated benefits.
- Outline the regulation of employee benefits and know what the National Labor Relations Act of 1935, Internal Revenue Code, Fair Labor Standards Act of 1938, Employee Retirement Income Security Act of 1974, and key amendments definitions are.
- Know the differences of qualified and nonqualified retirement plans, the definitions of benefit and defined contribution retirement plans, and various hybrid plans available.
- Understand the Employer sponsored health insurance plans types and the state and Federal laws regarding them.
- Know the types of life insurance and disability insurance sponsored by employers.
- Understand the components of government mandated Social Security and Workers' Compensation programs.
- Describe the types of paid time-off and flexible work schedules and the state and federal regulation including the Family and Medical Leave Act of 1993.
- Outline accommodation and enhancement benefits categories and objectives as well as legal issues and tax benefits.
- Know the methods to manage the employee benefits systems, communicating the programs, outsourcing, and issues for the future of employee benefits.
- Know the differences of global employee benefits and the legal and regulatory influences on employee benefits practices.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS270

For the Career Portfolio Project, the student will write a five to eight paged paper describing the following items:

- 1) The student will define the following Acts in regulating employee benefits:
 - The National Labor Relations Act of 1935
 - The Internal Revenue Code
 - The Fair Labor Standards Act of 1938
 - The Employee Retirement Income Security Act of 1974
 - The Consolidated Omnibus Budget Reconciliation Act of 1985
 - The Health Insurance Portability and Accountability Act of 1996
 - The Pension Protection Act of 2006
 - Federal Equal Employment Opportunity Laws
- 2) The student will give sample example cases in which an employer went against each of the Acts.
- 3) The student will give recommendations of how the individual employers could have avoided the legal situation

Required Course Texts & Course Materials

Martocchio, Joseph J., *Employee Benefits*, 5th ed. Boston: McGraw Hill Publishing, 2010. Print. ISBN: 9780078029486

Supplemental educational learning materials may include and are not limited to

“Articles on-line from ProQuest database: <http://proquest.umi.com/pqdweb> and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Milkovich, G.T. and Newman, J.M., *Cases in Compensation*, 10th ed. Boston: McGraw Hill Publishing, 2009. Print. ISBN: 9780945601074

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government’s definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each

credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or

receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person’s work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<i>Introducing Employee Benefits</i> <ul style="list-style-type: none"> Define, discretionary practices, legal and regulatory influences, strategic planning
2	<i>The Psychology of Employee Benefits</i> <ul style="list-style-type: none"> Describe workforce changes, psychological contracts, employee attitudes, employee benefits
3	<i>The Economics of Employee Benefits</i> <ul style="list-style-type: none"> Reasons employers offer benefits and government mandates
4	<i>Regulating Employee Benefits</i> <ul style="list-style-type: none"> Understand The National Labor Relations Act of 1935 Understand The Internal Revenue Code Understand The Fair Labor Standards Act of 1938 Understand The Employee Retirement Income Security Act of 1974 Understand The Consolidated Omnibus Budget Reconciliation Act of 1985 Understand The Health Insurance Portability and Accountability Act of 1996 Understand The Pension Protection Act of 2006 Understand Federal Equal Employment Opportunity Laws
5	<i>Employer-Sponsored Retirement Plans</i> <ul style="list-style-type: none"> Define Retirement plans Discuss Qualified Plans Define various Benefit Plans Define Contribution Plans Discuss Hybrid Plans
6	<i>Employer-Sponsored Health Insurance Programs</i> <ul style="list-style-type: none"> Discuss mandated Regulation: Federal, State, Tax Understand fee-for-service plans Understand managed care plans Explain preferred provider organizations and point-of-service plans Discuss specialized insurance benefits Discuss consumer-driven health care Discuss retiree health care benefits
7	<i>Employer-Sponsored Disability Insurance and Life Insurance</i> <ul style="list-style-type: none"> Define various disability insurance types and benefits laws Understand various types of life insurance, tax treatments, and coverages
8	Midterm

9	<p><i>Government-Mandated Social Security and Workers' Compensation Programs</i></p> <ul style="list-style-type: none"> • Discuss the origins of Social Security, its requirements, programs, and administration • Understand old-age, survivor, and disability insurance qualifications and benefits • Understand Medicare eligibility, coverage, Part C, and prescription benefits • Discuss unemployment insurance eligibility and benefits • Evaluate State Compulsory Disability Laws (Worker's Compensation) programs, coverage, claims, benefits, rights, and employer tax obligations.
10	<p><i>Paid Time-Off and Flexible Work Schedules</i></p> <ul style="list-style-type: none"> • Define common practices • Discuss the Family and Medical Leave Act of 1993 • Understand flexible scheduling practices
11	<p><i>Accommodation and Enhancement Benefits</i></p> <ul style="list-style-type: none"> • Understand enhancement benefit practices • Discuss the importance of mental and physical well-being of employees and family members and various family assistance programs • Discuss adoption assistance programs • Understand educational benefits and various support programs
12	<p><i>Managing the Employee Benefits System</i></p> <ul style="list-style-type: none"> • Discuss traditional benefits plans, flexible benefits plans • Understand the importance of communicating information about the employee benefits program • Discuss managing the cost of employee benefits and cost-control methods • Understand the benefits and difficulties associated with outsourcing the benefits function • Discuss the future of employee benefits
13	<p><i>Global Employee Benefits at a Glance</i></p> <ul style="list-style-type: none"> • Understand how employee benefits differ globally including those of North America, South America, Europe, Asia, Africa, and Australia
14	Review
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

RUBRIC

	Excellent: 5	Above Average: 4	Average: 3	Fair: 2	Poor: 1	Automatic Failure: (A check in this column will result in an automatic failure of the project.)	Score:
Completeness: (1-2 pages minimum)	Student goes beyond the requirement of the project. (1.5-2 pages)	Student meets the upper end of the requirement of the project. (1.5 pages)	Student meets the base requirement of the project. (1 full page)	Student has barely one pages.	Student has not met the criteria.		
Content: (varies per course)	Introduction, conclusion, and all questions answered above and beyond.	Introduction, conclusion, and all questions	One page of content had been met	Less than one page.	Did not meet the criteria.		
Grammar:	Student shows excellent control of grammar and style.	Student shows above average control of grammar and style with no more than 3 mistakes in the whole project.	Student shows average control of grammar and style with no more than 6 mistakes in the whole project.	Student shows fair control of grammar and style with no more than 10 mistakes in the whole project.	Student shows poor control of grammar and style with no more than 14 mistakes in the whole project.	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Evidence:	Student uses more sources than are required, and sources used are all academic and scholarly.	Student uses the required number of sources and they are all academic and scholarly.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.		
MLA:	MLA style is exemplary and used consistently and extensively throughout the manuscript.	MLA style is used consistently with 1-3 errors throughout the manuscript.	MLA style is used throughout the manuscript but exhibits 4-5 common errors.	MLA style is used inconsistently throughout the manuscript; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	More than 10 MLA errors are noted.	N/A
Timeliness:	Hands in early		Hands in on time	Hands in one day late	Hands in one week late		

Elmira Business Institute

Student Syllabus: Writing Essentials (COM003)

Prerequisites: Score on the placement assessment

Course Credits: 0

Co-requisites: College Writing I (COM111)

Course Description

This course is designed to develop the student's writing skills by reviewing the fundamentals of grammar, parallel construction, outlining techniques, proper word usage, and the basic mechanics of the sentence. Attention is given to spelling, punctuation, and word usage, and the writing of grammatically correct sentences is the primary concern. Short writing assignments are designed to make the student comfortable with the writing process.

Student Learning Outcomes

Upon completion of this course, student will be able to:

- Define and recognize how the eight parts of speech function in sentences.
- Use a dictionary (print, electronic, online) correctly and confidently.
- Recognize basic sentence elements and learn to use them correctly.
- Recognize nouns and make regular and irregular nouns plural.
- Understand and apply the rules for making nouns possessive.
- Identify and correct fragmented and run-on sentence constructions.
- Write effective topic sentences.
- Identify implicit and/or explicit main ideas in individual paragraphs.
- Develop detailed, cohesive, unified paragraphs.
- Complete and understand assigned reading comprehension assignments.
- Demonstrate increased skill and confidence in all of the outcomes listed in COM111 (College Writing I).

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM003

None

Required Course Texts & Course Materials

Buscemi, Santi V., and Charlotte Smith. *75 Readings Plus*. 10th ed. New York: McGraw-Hill, 2013. Print. (ISBN: 9780077426446)

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *The McGraw-Hill Handbook*. 3rd ed. New York: McGraw-Hill, 2012. Print. (ISBN: 9780077397302)

Supplemental educational learning materials may include and are not limited to

EasyBib: Free Bibliography Maker - MLA, APA, Chicago Citation Styles. Imagine Easy

Solutions, LLC, 2011. Web. 21 Sept. 21. <<http://www.easybib.com/>>.

“Online Writing Lab.” Purdue University Online Writing Lab (OWL). Purdue University,

2015. Web. 1 Oct. 2015. <<https://owl.english.purdue.edu/owl/>>

Strunk, William, and E.B. White. *The Elements of Style*. 4th ed. Longman, 1999. Print.

(ISBN: 9780205313426)

Assessment

The course is graded on a Pass/Fail grading scale. Attendance is mandatory and must remain above 68 percent. Students who actively participate in the course and complete all activities, assignments, and quizzes while maintaining an attendance record of 68 percent or higher will earn a grade of Pass for the course. Students who fail to meet these requirements will receive a grade of Fail and will repeat the course.

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Evaluation

Pass

P= 68% or higher

attendance/professionalism average

Fail

F repeat COM 003

Course Policies**Behavioral Standards**

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

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Course Schedule***Lesson***

<i>Lesson #</i>	<i>Topic(s)</i>
1	<ul style="list-style-type: none"> • Introduction of the course. Overview of language structure.
2	The Sentence <ul style="list-style-type: none"> • Learn the basic skills needed to write clear, error-free sentences and be able to identify the different parts that comprise a full sentence. Distinguish between full sentences and fragments; complete fragments so they are changed into complete sentences.

3	Major Classes of Nouns and Plural Nouns <ul style="list-style-type: none"> Define different types of nouns, such as proper nouns versus common nouns and be able to locate them within a sentence. Practice changing nouns from singular to plural correctly.
4	Possessive Noun <ul style="list-style-type: none"> Define what a possessive noun is and be able to locate them within a sentence. Discuss the rules for changing nouns from their singular form to their possessive form and practice these rules by applying them to sentences.
5	Personal Pronouns <ul style="list-style-type: none"> Define what a personal pronoun is; use personal pronouns correctly as subjects and objects, and be able to locate them within a sentence. Practice identifying pronouns and replacing nouns with pronouns correctly.
6	Indefinite, Relative, Demonstrative, Possessive, and Interrogative Pronouns <ul style="list-style-type: none"> Define the different types of pronouns including indefinite, relative, demonstrative, possessive, and interrogative and discuss the differences in how to use them. Practice identifying the different types of pronouns within a sentence.
7	Verbs <ul style="list-style-type: none"> Define the difference between standard and irregular verbs and how to correctly conjugate their forms. Discuss when community dialect should and should not be used in order to create clear communication.
8	Midterm
9	Verb Agreement with Subject <ul style="list-style-type: none"> Discuss the relationship between subjects and verbs, how they are connected within sentences, and rules for agreement. Practice conjugating verbs so that they agree with the subject.
10	Time of Verbs Section <ul style="list-style-type: none"> Define verb tense; discuss the 12 types of verb tenses and be able to identify them in a sentence. Discuss the difference between active and passive verbs and identify when they should be used and how they change the meaning of a sentence.
11	Conjugation of Verbs and Irregular Verbs <ul style="list-style-type: none"> Review regular verbs; discuss the differences between regular and irregular verbs and rules for conjugating irregular verbs. Discuss the list of irregular verbs and practice conjugating them.
12	Adjectives <ul style="list-style-type: none"> Define adjectives and discuss their purpose in the sentence; learn tips on how to properly use different forms of adjectives. Practice identifying adjectives within the sentence and learn how to properly form them.
13	Adverbs <ul style="list-style-type: none"> Define adverbs and discuss their purpose in the sentence, learn tips to avoid common mistakes with adverbs. Practice identifying adverbs within the sentence and learn how to properly form them.

14	Prepositions and Conjunctions <ul style="list-style-type: none">• Recognize prepositions and how they are used in sentences. Recognize the different types of conjunctions and how they are used and punctuated in sentences. Phrases and Clauses <ul style="list-style-type: none">• Understand the difference between a phrase and a clause by defining the different elements that comprise each one. Learn the two types of clauses and how to appropriately use each type in writing.
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM



Professionalism

Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

Elmira Business Institute

Student Syllabus: College Writing I (COM111)

Prerequisites: None

Course Credits: 3

Co-requisites: Writing Essentials (COM003)

Course Description

This course is designed to assist students in developing clear writing and thinking by exploring various kinds of writing styles and techniques. As an introductory writing course, grammar and mechanics will also be emphasized. Writing techniques will be illustrated by appropriate readings that the students use as models for their own writing. Students further develop their writing skills as they work through the writing process of prewriting, drafting, revising and editing their papers, as well as proofreading the writings of others. Students also critically read and respond to the writings of others, both from the text and from outside sources. Most assignments incorporate library and internet research to develop information literacy skills.

Student Learning Outcomes

Upon completion of this course, student will be able to:

- Demonstrate critical reading skills for both form and content, including an awareness of authorial intent
- Recognize distinguishing characteristics of various genres of writing
- Understand writing as a recursive process and develop individualized strategies to move from brainstorming and drafting through revision and editing to final proofreading
- Develop mastery of various grammar and mechanics elements of the English language
- Demonstrate increased skill and confidence in objectively critiquing his/her own work
- Respectfully and meaningfully respond to classmates' drafts-in-progress
- Use the EBI library and internet to seek necessary information for personal, academic, and professional uses, distinguishing between reputable and non-reputable sources
- Develop library database research techniques, differentiating between popular and academic sources
- Critically evaluate information to assess quality, relevance, and usefulness
- Incorporate selected information into knowledge base and value system
- Use information effectively to accomplish a specific purpose
- Format papers and incorporate outside sources using MLA style; understand and avoid plagiarism
- Access and navigate additional information resources in their community, after completing a tour of the EBI Library and Binghamton University or Steele Memorial Libraries

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM111:

None

Required Course Texts & Course Materials

Buscemi, Santi V., and Charlotte Smith. *75 Readings Plus*. 10th ed. New York: McGraw-Hill, 2013. Print. (ISBN: 9780077426446)

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *The McGraw-Hill Handbook*. 3rd ed. New York: McGraw-Hill, 2012. Print. (ISBN: 0077397304)

Supplemental educational learning materials may include and are not limited to

Bender, Tisha, et al. *Rugers RIOT-Research Information Online Tutorial*. Rutgers University, 2009. Web 5 Oct. 2015. <<http://clinets.kognito.com/rutgers/infolit/>>

“Online Writing Lab.” Purdue University Online Writing Lab (OWL). Purdue University 2015. Web. 1 Oct. 2015. <<https://owl.english.purdue.edu/owl/>>

EasyBib: Free Bibliography Maker-MLA, APA, Chicago Citation Styles. Imagine Easy Solutions, LLC, 2013. Web. 2015 21 Sept. 2015. <<http://www.easybib.com/>>.

College subscribed databases including, but not limited to, InfoTrac, EBSCO, Proquest, and FirstSearch.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government’s definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Professionalism/Attendance	10%
Quizzes	10%
Writings	50%
Final exam	30%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source

- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

<i>Lesson Week #</i>	<i>Topic(s)</i>
1.	Course introduction. Finding “voice” and writing to learn—benefits of course and communications process. Fear/dislike/anxiety about writing/common misperceptions; understanding writing as a process. Introduction to grammar and punctuation <ul style="list-style-type: none"> • Learn the basic principles that emphasize writing as a process in order to mitigate the anxiety of writing and learn how to write well.
2.	Characteristics of Good Writing; Reading and Writing for Both Form and Content; Comprehension vs. Critical Thinking <ul style="list-style-type: none"> • Develop strategies to increase reading comprehension. • Recognize the difference between comprehension and critical thinking, including opinion versus interpretation. • Understand the importance of each term and how they fit into the overall writing process.

3.	Purpose and Audience <ul style="list-style-type: none"> • Demonstrate reading beyond topic and content to determine authorial intent, including identifying general purpose (entertaining, informing, arguing) as well as finding explicit arguments or inferring and formulating implied arguments • Determine what prompted the writer to create the piece and for what intended audience. • Recognize purpose and audience as critical consideration when reading and writing.
4.	Brainstorming, Topic Generation Techniques, and Working Through Writers Block <ul style="list-style-type: none"> • Understand, try, and consider various techniques and strategies for generating and developing ideas.
5.	Descriptive Outlining (Reading and Revision Strategies) <ul style="list-style-type: none"> • Annotate essays to identify content/main idea of each paragraph (what the paragraph says) and to determine the point of each paragraph (what the paragraph does) • Diagram to identify introduction, sections, and conclusion • Analyze individual ideas separately in relation to each other and the whole in order to increase understanding. • Understand how drafting and revising, and descriptive outlining help with development and organization.
6.	Thesis statements <ul style="list-style-type: none"> • Understand function and characteristics of thesis statements for informative and argumentative essays • Identify the thesis sentence and distinguish it from the topic and keywords • Identify thesis restatements throughout essay • Practice writing thesis statements and evaluating effectiveness • Understand initially tentative nature of developing thesis statements.
7.	Effective Paragraphing; Topic Sentences; Transitioning <ul style="list-style-type: none"> • Recognize appropriate boundaries for paragraphs (limiting to one fully developed main idea) • Understand sections may have multiple paragraphs • Understand possible features of topic sentences (including transitioning and announcing) • Discuss examples and practice developing effective transitions within and between paragraphs
8.	Midterm Summary <ul style="list-style-type: none"> • Develop summaries of various lengths to succinctly represent topic, relevant content, and intended purpose • Practice evaluating accuracy of summaries from perspective of author as well as readers who have and have not read the piece.

9.	Vivid Descriptive Writing and Economy of Words <ul style="list-style-type: none"> • Develop clear and expressive prose • Understand balance with conciseness and eliminating redundancy or unnecessary words.
10.	Proofreading Techniques and Revising Rough Drafts <ul style="list-style-type: none"> • Understand revision as content, development, and organizational in nature • Understand proofreading as regarding grammar, style, punctuation, and correctness. • Practice strategies for revising, proofreading, and editing.
11.	Peer Review Techniques and Responding to Others' Work; Self-Assessment <ul style="list-style-type: none"> • Increase confidence in identifying strengths, weaknesses, and areas requiring revision or corrections in one's own and in others' writing. • Responsibly and respectfully turn observations into questions or constructive criticism.
12.	MLA; Reputable Sources; Database Research; Incorporating Evidence <ul style="list-style-type: none"> • Follow MLA guidelines for formatting and incorporating in-text and work cited sources • Understand and avoid plagiarism • Differentiate between summarizing, quoting, and paraphrasing, and determine how to choose each • Effectively integrate sources • Recognize the characteristics and purposes of scholarly, popular, and trade sources • Evaluate web sources for credibility; search techniques for academic databases and Internet.
13.	Argument Writing; Counterarguments and Anticipating Objections <ul style="list-style-type: none"> • Develop a thesis-driven essay; avoid polarized stances by thoughtfully acknowledging objections and developing reasonable and respectful counterarguments.
14.	Compare Different Genres of Writing (Including Cause and Effect, Process Writing, Compare and Contrast Writing, and Narrative Essays) <ul style="list-style-type: none"> • Define the differences between types of writing and identify role of rhetorical situations. • Recognize and practice writing components of various genres.
15.	Final examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

	Excellent	Above Average	Average	Fair	Poor	Score
Completeness	Project meets the full length and content requirements while maintaining high-quality discussion of ideas. (20)	Project meets the full length and content requirements and all ideas are contributing to overall quality. (16-19)	Project meets the upper length and content requirements and all ideas are relevant. (11-15)	Project meets the lower end of the length and/or content requirements and/or some ideas are not contributing to overall quality. (6-10)	Project meets only (or less than) the base length and/or content requirements of the project. (0-5)	
Purpose / Thesis & Content	Paper clearly achieves its unifying purpose and demonstrates higher thinking, with a unique and compelling thesis (when applicable). All ideas advance purpose. (25)	Paper is clearly guided by a unifying purpose that demonstrates above average thinking; thesis is interesting. All ideas contribute to purpose (21-24)	Paper displays a recognizable, unifying purpose and demonstrates an average thinking; thesis is solid. All ideas are relevant to purpose. (14-20)	Paper sometimes loses focus or shows little depth of reasoning; thesis is basic or underdeveloped. Some ideas distract from purpose. (9-13)	Paper seems only loosely (or not) guided by a recognizable, unifying purpose; thesis is unclear or missing. (0-8)	
Structure & Development (Paragraphing & Transitions)	Paragraphs are impressively developed, cohesive, strategically ordered, and linked by skillful transitions. (20)	Paragraphs are developed, cohesive, logically ordered, and linked with smooth transitions. (16-19)	Paragraphs suffice, organization is sound, and transitions are evident. (11-15)	Paragraphs sometimes lack coherence or development; some transitions are ineffective. (6-10)	Paragraphing is unorganized and/or underdeveloped; transitions absent. (0-5)	
Evidence & Integration of Sources	Writer chooses excellent evidence from reputable and appropriate texts to support purpose/thesis and expertly integrates sources; masterfully paraphrases/quotes. (15)	Writer chooses strong evidence from reputable and appropriate texts to support purpose / thesis and integrates sources well; successfully paraphrases/quotes. (11-14)	Writer chooses acceptable evidence from texts to support purpose / thesis and uses source integration techniques; uses both paraphrases and quotes. (9-10)	Writer chooses inadequate evidence from texts to support purpose / thesis and/or ineffectively integrates sources. (6-8)	Writer chooses substandard quality/ amount evidence from texts to support purpose / thesis and/or fails to successfully integrate sources (0-5)	
<u>Mechanics</u> Spelling, Grammar, Punctuation, Style, and MLA Formatting	Paper displays excellent spelling, grammar, punctuation, and style/tone. MLA style is exemplary. (20)	Paper displays above average spelling, grammar, punctuation, and style/tone with no more than 1 mistake per page. MLA style is used consistently. (16-19)	Paper displays average control of spelling, grammar, punctuation, and style/tone with no more than 2 mistakes per page on average. MLA style is used but exhibits common errors. (11-15)	Paper displays fair control of spelling, grammar, punctuation, and style/tone with no more than 3 mistakes per page on average. MLA style is used inconsistently. (6-10)	Paper displays poor control of spelling, grammar, punctuation, and style/tone. MLA style is poorly (or not) demonstrated. (0-5)	

MIDTERM



Professionalism

Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

Elmira Business Institute

Student Syllabus: College Writing II (COM121)

Prerequisites: College Writing I (COM111)**Course Credits:** 3

Course Description

This course is designed to teach students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts, guided by the needs and practices of business, industry, and society at large. The use of proper grammar, punctuation, and sentence structure will be reviewed and emphasized in terms of presentation of business communications. The students will study and practice various forms of written communications including, but not limited to, reports, emails, memos, and business letters. Students will draft and compose a final copy of a resumé and reference sheet. Assignments will involve library research and practice in information literacy and computer usage to ensure that students taking the course are prepared for the writing environment of the 21st-century workplace. The course teaches the rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate writing as a process, including planning, drafting, organizing, revising, and proofreading and editing documents, both individually and collaboratively
- Identify, explain, and apply six elements of effective communication
- Apply understanding of the roles of purpose and audience in planning effective correspondence
- Analyze writer's desired outcome and predict reader's reaction in order to choose best approach in various business scenarios
- Explain the importance of establishing credibility for business communications and describe how competence, caring, and character affect professional credibility
- Format professional business correspondence
- Develop and apply time-management and teamwork skills in order to work both collaboratively and independently on a long-term project
- Select and use appropriate modes of communication, both spoken and written, that effectively and ethically address professional situations and audiences, and build professional ethics, including potential drawbacks of each mode
- Locate, evaluate, and use print and online information selectively for particular audiences and purposes
- Prepare a thorough, polished written portfolio of a multitude of business correspondence that illustrate concepts of course
- Prepare resume, professional summary statement, and personal "branding" concepts to use in future electronic portfolio
- Produce strategic and effective cover letters, reference sheets, and interview thank you messages.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM121

The project for this course will be a collection of various written business communications and will be graded with the project rubric.

Required Course Texts & Course Materials

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World*. 2nd ed. New York: Mc-Graw-Hill, 2016. Print. (ISBN: 1259677222)

Supplemental educational learning materials may include and are not limited to

Abell, Alicia. *Business Grammar, Style & Usage: The Most Used Desk Reference for Articulate and Polished Business Writing and Speaking by Executives Worldwide*. Aspatore Books, 2003. Print.

(ISBN: 9781587620263)

Bradberry, Travis, and Jean Greaves. *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009. Print. (ISBN: 9780974320625)

EasyBib: Free Bibliography Maker - MLA, APA, Chicago Citation Styles. ImagineEasy Solutions, LLC, 2013. Web. 30 July 2013. <<http://www.easybib.com/>>.

Harvard Business School. *Business Communication (Harvard Business Essentials)*. Boston: Harvard Business Press, 2006. Print. (ISBN: 9781591391135).

“Online Writing Lab.” Purdue University Online Writing Lab (OWL). Purdue University, 2015. Web. 1 Oct. 2015. <https://owl.english.purdue.edu/owl/>

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government’s definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of

homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	15%
Assignments/Homework	25%
Career Portfolio Project	25%
Cumulative Final Exam	20%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65 D-	0.7	
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is

not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person’s work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	<i>Introduction to the Course</i> <ul style="list-style-type: none"> Understand writing is a process, including planning, drafting, organizing, revising, and proofreading and editing documents, both individually and collaboratively and using different formats of writing for varying situations.
2	<i>Communicating in Today's Workplace</i> <ul style="list-style-type: none"> Learning the importance of establishing credibility in all types of business communication and what factors affect credibility. Define business ethics, corporate values, and personal values and understand how they affect business communications.
3	<i>Professionalism</i> <ul style="list-style-type: none"> Discuss the different elements that comprise professionalism including formality, point of view and voice, clarity and conciseness, citations and references, and content.
4	<i>Resumes and Cover Letters</i> <ul style="list-style-type: none"> Identify key selling points for the job application process. Evaluate the primary needs of employers for positions of interest. Create both chronological and functional resumes and cover letters to highlight key selling points. Develop a list of references that will improve your employment prospects. Develop strategies for responding to common job interview questions. Explain etiquette for following up after job interviews.
5	<i>Process and Importance of Revision</i> <ul style="list-style-type: none"> Learn to identify the process of revision by focusing on unity, supporting details, coherence, and grammar.
6	<i>Planning Business Messages</i> <ul style="list-style-type: none"> Describe the AIM planning process for business messages and demonstrate understanding of how to format professional business correspondence.
7	<i>Composing Business Messages and Revising Business Messages</i> <ul style="list-style-type: none"> Identify the different types of business messages and have the ability to choose the correct type for varying situations. Explain the importance of reviewing routine messages.
8	<i>Electronic Communications and Memos</i> <ul style="list-style-type: none"> Discuss and apply principles for writing effective emails. Explain how to handle emotion effectively in online communications. Describe strategies for managing digital message overload. Apply principles of effective social media use in professional settings. Learn how to build a credible online reputation. Describe the ethical use of social media for work.

9	Positive Messages <ul style="list-style-type: none"> Understand how appreciation messages help achieve business goals and strengthen work relationships. Construct effective appreciation messages with a focus on tone, professionalism, and audience.
10	Negative Messages <ul style="list-style-type: none"> Explain how delivering bad-news messages impacts credibility. Summarize principles for effectively delivering bad-news messages.
11	Persuasive Messages <ul style="list-style-type: none"> Describe how credibility forms a basis for persuasion. Explain how the tone and style of persuasive messages impact their persuasiveness. Explain the AIM planning process for persuasive message and the basic components of most persuasive messages.
12	Informal Reports <ul style="list-style-type: none"> Identify topics, purpose, and situations where an informal report would be the best format to use. Describe elements that appear in an informal report.
13	Proposals and Formal Reports <ul style="list-style-type: none"> Identify topics, purpose, and situations where a proposal or formal report would be the best format to use. Describe the elements that appear in proposals vs. formal reports.
14	Presentations <ul style="list-style-type: none"> Describe how planning a presentation leads to credibility. Analyze presentation audiences in terms of message benefits, learning styles, and communicator styles. Develop effective slide presentations. Evaluate a presentation for fairness and effectiveness.
15	Review and Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

College Writing II Career Portfolio Project

Required elements:

1. **Updated Self-Inventory of Career Interests and Job-Related Abilities & Attributes** (Use format from p. 466. This should be a revised and polished version of the first draft you did early in the semester.)
2. **Your résumé**, incorporating advice from our class and including your education. (Indicate “Anticipated” or “Expected” with your graduation month and year.)
3. **Job posting/announcement** in the field that you are studying. This should be a position that you would apply for if you were graduating this semester. The posting should be analyzed and annotated to identify the desired abilities and attributes. **Cover letter**, written as if you already have graduated and are applying for the position of the job posting. Your cover letter should emphasize those abilities and attributes you chose to merge from your résumé/experience with the details of the position you are applying for.
4. **Reference list**, with required components listed in text (3-5 professional references who have given you permission to list them)
5. **Request message**, asking recipient to be one of your professional references
6. **Thank you message** (following an interview)
7. **Positive message**, utilizing the direct approach, written with the purpose and audience of your choice, on behalf of you as a representative of the company in the position you applied for
8. **Negative message**, utilizing the indirect approach, written with the purpose and audience of your choice, on behalf of you as a representative of the company in the position you applied for
9. **Professional and strategic *LinkedIn* Profile Summary Statement:** Your summary is a brief positive overview of your professional identity that you could post to a *LinkedIn* profile. You should look at samples for inspiration and have your typed Word version approved before posting it online.
10. **Professional Mission Statement: Your Code of Ethics and Conduct** (see attached)

ASSIGNMENT PURPOSE & GRADING:

Your Program Director and Campus Director will be interviewing you early in Career Placement Seminar to arrange an externship site. Your polished résumé must be ready for that initial interview and for the externship site interview.

During Career Placement Seminar, you will be developing your own online, electronic portfolio, and your resume will be the most important component. *You must get your résumé ready this semester.*

You will continue to develop, revise, and polish your employment materials for the rest of your professional life. You should do your very best on this project. Many other parts will also be used in the electronic portfolio you create in Career Placement Seminar.

This project will be graded holistically using the EBI College Writing II Career Portfolio Project Rubric included in your syllabus. Completeness is expected, and any missing part will automatically deduct 10 points of overall project grade. Additionally, for your project to be A-range eligible, your résumé and cover letter must meet the following two criteria:

- a) Ready to post to e-Portfolio / employer-ready: Your résumé and cover letter must be complete, accurate, and impressive enough to make a great impression on a potential employer. **You will be using this document for your Program Director interview, your Externship site interview, and your e-Portfolio.**
- b) Reflective of course: The resume and cover letter should reflect practically all College Writing 2 concepts, including credibility; all 6 Cs; awareness of purpose and audience, which includes goodwill and you-view; the direct writing pattern, and deliberate style and formatting decisions to maximize readability. *Your chosen abilities and attributes should be obvious in your overall package.*

Professional Mission Statement: Your Code of Ethics and Conduct

The Professional Mission Statement: Your Code of Ethics and Conduct (“Code” for short) will be your own unique, individualized professional statement identifying the standards you will hold yourself to as an employee. This code will have both internal and external value—meaning that you will look to it for inspiration and guidance, and that an employer or colleague could read it to understand the value system that will guide your professional decision-making and behavior. You should start by conducting an inventory of professional values and behaviors that you find most important. Think about how you can be counted on to consistently act. What makes you the person and worker you are? Specific topics we’ve covered together this semester include

- credibility, professionalism / soft skills; abilities & attributes (Ch 1 & 16);
- emotional intelligence and interpersonal communication (Ch 2);
- listening and approaches to difficult conversations (Ch 2 & 3); and
- approaches to writing effective routine and “bad news” business messages, including improving readability, in *all* forms of written messages (Chs 5-10).

Related topics include (but are not limited to) teamwork, leadership, reliability, accepting responsibility, punctuality, respect, learning from mistakes, courtesy, appearance, tolerance, honesty, willingness to learn, attitude, handling pressure, and adaptability.

You should think of what you value—and then how those values (your ethics) influence your behaviors as a person and an employee (your conduct).

This requires real introspection and drafting time. You should use your course materials. If you look online for samples or inspiration, DO NOT save or print them. **Copying the ideas or format of someone else’s and “making it your own” is unacceptable for this project.** (You also should not use language from your professional organization’s code.) Please spend time planning before you begin drafting, and review and revise for your best grammar, punctuation, correctness, goodwill, 5Cs, you-view, and achievement of purpose. The final version should reflect your very best grammar, spelling, usage, and punctuation. It should also be visually appealing and professional.

Keep these to one page, though you can decide on the formatting (including spacing, font, and layout). *Aim to provide a complete picture of you, while also maintaining ease of readability.* There is no one right way in terms of appearance, design, paragraphs versus bullets, etc. You should imagine displaying it in a frame near your workstation **as a daily testament to your daily approach to your work**. Keep in mind that this is a professional code—it should not include references to family, friendship, or spirituality.

Save this Code for potential inclusion in your e-Portfolio. You should also review and update it periodically as you evolve professionally, much as you will revise your résumé over time. To be successful for this course, both **ETHICS** (“internal” values and character traits) and **CONDUCT** (“external” behavior) must be addressed. At least 10 identifiable concepts must be included.



Component	Excellent:	Above Average:	Average:	Fair:	Poor:	Automatic Fail:	Score:
Grammar:	Student shows excellent control of grammar and style. (20 pts.)	Student shows above average control of grammar and style with no more than 5 mistakes in the whole project. (17.5 pts.)	Student shows average control of grammar and style with no more than 10 mistakes in the whole project. (16 pts.)	Student shows fair control of grammar and style with no more than 15 mistakes in the whole project. (14.5 pts.)	Student shows poor control of grammar and style with no more than 20 mistakes in the whole project. (13 pts.)	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Formatting:	Student shows excellent control formatting business communications of various types and styles. (20 pts.)	Student shows above average control of formatting various types and styles with no more than 5 errors in the whole project. (17.5 pts.)	Student shows average control formatting various types and styles with no more than 10 errors in the whole project. (16 pts.)	Student shows fair control formatting various types and styles with no more than 15 errors in the whole project. (14.5 pts.)	Student shows poor control formatting various types and styles with no more than 20 errors in the whole project. (13 pts.)	Student shows no control formatting various types and styles with more than 20 errors in the whole project.	
"6 C's":	Student shows excellent control of the "6 C's" with no areas for improvement. (30 pts.)	Student shows above average control of the "6 C's" with 1 or 2 instances for improvement. (25.5 pts.)	Student shows average control of the "6 C's" with 3 or 4 instances for improvement. (22 pts.)	Student shows fair control of the "6 C's" with 5 or 6 instances for improvement. (18.5 pts.)	Student shows poor control of the "6 C's" with 7 or 8 instances for improvement. (15 pts.)	Student shows no control of the "6 C's" with more than 8 instances for improvement.	
Creativity	Student shows excellent creativity with a fresh direction demonstrating deep thought and awareness of the task and possible types of communications needed. (10 pts.)	Student shows above average creativity with a fresh direction for the project demonstrating moderate thought and awareness of the task and possible types of communications needed. (8 pts.)	Student shows average creativity using a fresh direction for the project demonstrating some thought and awareness of the task and possible types of communications needed. (6 pts.)	Student shows fair creativity using a fresh direction for the project demonstrating little thought and awareness of the task and possible types of communications needed. (4 pts.)	Student shows poor creativity using a fresh direction for the project demonstrating no thought and awareness of the task and possible types of communications needed. (2 pts.)		

College Writing II Career Portfolio Project Rubric



Component	Excellent:	Above Average:	Average:	Fair:	Poor:	Automatic Fail:	Score:
You-attitude/ Goodwill:	Student shows excellent awareness of audience and purpose conveying the reader's importance over the writer. Student uses every opportunity to show goodwill in their business communications. (20 pts.)	Student shows partial awareness of audience and purpose most of the time conveying the reader's importance over the writer. Student misses 1 or 2 opportunities to show goodwill in their communications. (17.5 pts.)	Student shows some awareness of audience and purpose some of the time conveying the reader's importance over the writer. Student misses 3 or 4 opportunities to show goodwill in their communications. (16 pts.)	Student shows little awareness of audience and purpose with little thought to conveying the reader's importance of the writer. Student misses 5 or 6 opportunities to show goodwill in their communications. (14.5 pts.)	Student shows no awareness of the audience and purpose with no thought to conveying the reader's importance over the writer. Student misses 7 or 8 opportunities to show goodwill in their communications. (13 pts.)		
TOTAL							



Cover Letter Rubric

Standard	Beginning 10	Adequate 15	Outstanding 20	Score
Content	<input type="checkbox"/> Does not include specific work and education experience that relate to the job. Does not elaborate on skills or explain how they can contribute to the company. Does not ask for an interview.	<input type="checkbox"/> Includes relevant work and education experience and elaborates on skills, but does not always explain how they can contribute to the company's success. Does ask for an interview.	<input type="checkbox"/> Specifically shows how skills and work and education experience can contribute to the company's success. Uses examples to support analysis. Asks for an interview and provides necessary contact information.	
Organization	<input type="checkbox"/> Does not include all the necessary elements. No logical flow between paragraphs.	<input type="checkbox"/> Includes all the necessary elements. Paragraphs could use better structure and transitions.	<input type="checkbox"/> Includes all necessary elements, and all elements flow logically from one to the other.	
Writing Style	<input type="checkbox"/> Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	<input type="checkbox"/> Writing is short and direct. Uses some action statements and active verbs.	<input type="checkbox"/> Writing is direct and specific. Action statements and active verbs are used throughout. Style and tone are professional.	
Format	<input type="checkbox"/> Does not follow appropriate business letter format.	<input type="checkbox"/> Follows appropriate business letter format but leaves out a few details, such as enclosures.	<input type="checkbox"/> Follows appropriate business letter format exactly.	
Grammar and Usage	<input type="checkbox"/> Letter contains more than one grammatical error.	<input type="checkbox"/> Letter contains one grammatical error.	<input type="checkbox"/> Letter contains no errors in grammar and usage.	
TOTAL SCORE				
PERCENTAGE				
LETTER GRADE				



Resume Rubric

Standard	Beginning 10	Adequate 15	Outstanding 20	Score
Content	<input type="checkbox"/> The resume does not include all of the required elements.	<input type="checkbox"/> The resume includes all of the required elements, but actual content for each element is vague or incomplete.	<input type="checkbox"/> The resume includes all of the required elements, and each element is thorough and complete.	
Skills Statements	<input type="checkbox"/> Fewer than 3 skills statements are listed. Few keywords are used.	<input type="checkbox"/> Resume lists 3–5 skills and uses several keywords. Skills are not tailored to job and objective.	<input type="checkbox"/> Resume lists more than 5 skills and uses several keywords. Skills are tailored to job and objective.	
Writing Style	<input type="checkbox"/> Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	<input type="checkbox"/> Writing is short and direct. Uses some action statements and active verbs.	<input type="checkbox"/> Writing is short, direct, and specific. Action statements and active verbs are used throughout.	
Format	<input type="checkbox"/> Resume is poorly organized and difficult to read. Lacks bullets, lines, bold, italic, font changes, or graphics.	<input type="checkbox"/> Resume is somewhat organized and easy to read. Uses some formatting strategies to make scanning easier.	<input type="checkbox"/> Resume is well organized and makes good use of bullets, lines, graphics, and font changes to catch the reader's eye and emphasize key points.	
Grammar and Usage	<input type="checkbox"/> Resume contains more than one grammatical error.	<input type="checkbox"/> Resume contains one grammatical error.	<input type="checkbox"/> Resume contains no errors in grammar and usage.	
TOTAL SCORE				
PERCENTAGE				
LETTER GRADE				
The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____				

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL

Professionalism



Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

Elmira Business Institute

Student Syllabus: Oral Communications (COM130)

Prerequisites: None

Course Credits: 3

Course Description

This course acquaints students with the challenges to effective oral communication. Verbal and non-verbal obstacles to productive communication are explored, and various techniques and strategies are offered for coping with them. Students become accustomed to making public presentations through a wide variety of workshop situations. Students take many active speaking roles and also learn to pay careful attention to the presentations of others. Special emphasis is given to the problems of communication that arise in various informal business situations.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Develop and apply strategies to overcome specific public speaking fears
- Differentiate between hearing and listening; develop the skills to meaningfully and tactfully critique both the content and delivery of speeches
- Select and research a topic
- Develop the content and determine the best structure for an effective presentation
- Develop and effectively use supporting materials
- Analyze an audience and adjust delivery techniques accordingly
- Distinguish between, plan for, and effectively deliver demonstrative, informative, persuasive, and ceremonial speeches
- Effectively deliver strategic, confident, and concise responses in one-on-one, group, and panel interviews.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM130

None

Required Course Texts & Course Materials

Gregory, Hamilton. *Public Speaking for College and Career with Connect*. 10th ed. New York: McGraw-Hill, 2013. Print. (ISBN: 9781259674686)

Supplemental educational learning materials may include and are not limited to

Booher, Dianna D. *What More Can I Say?: Why Communication Fails and What to Do About It.*, 2015. Print. (ISBN: 9780735205338)

EasyBib: Free Bibliography Maker-MLA, APA, Chicago Citation Styles. ImagineEasy Solutions, LLC, 2013. 2015. 21 Sept. 2015. <<http://www.easybib.com/>>.

Gallo, Carmine. *Talk Like Ted: The 9 Public Speaking Secrets of the World's Top Minds.* 2014. Print. (ISBN: 9781250041128)

Humes, James C. *Speak Like Churchill, Stand Like Lincoln: 21 Powerful Secrets of History's Greatest Speakers.* Roseville, Calif: Prima Pub, 2002. Print. (ISBN: 0761563512)

"Online Writing Lab." Purdue University Online Writing Lab (OWL). Purdue University, 2015. Web. 1 Oct. 2015. <<https://owl.english.purdue.edu/owl/>>

TED: Ideas Worth Spreading. TED Conferences, 2015. Web. 12 Aug. 2015. <<https://www.ted.com>>

College subscribed databases including, but not limited to, InfoTrac, EBSCO, Proquest, and FirstSearch.

Assessment

Speeches will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay). The instructor will endeavor to return student work product by the next official class period whenever possible.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	10%
Speeches	50%
Assignments/Homework	15%
Cumulative Final Exam	10%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

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Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson

<i>Lesson #</i>	<i>Topic(s)</i>
1	Course Introduction and Finding Voice – benefits of course and communications process <ul style="list-style-type: none"> • Explain the benefits of a public speaking course and understand why public speaking skills are an important skill for any career • Identify and explain the seven elements of the speech communication process • Describe the main responsibilities that speakers have towards their listeners
2	Communication Anxiety <ul style="list-style-type: none"> • Identify and describe the five fears that can cause nervousness • Explain why nervousness can actually help a public speaker • Apply techniques that can be used before and during a speech to manage nervousness
3	Listening <ul style="list-style-type: none"> • Explain the difference between hearing and listening • Describe eight keys to effective listening • Define three major responsibilities that listeners have toward speakers • Know how to give and receive evaluations of speeches

4	Audience <ul style="list-style-type: none"> Understand the importance of evaluating characteristics of an audience and the skills needed to evaluate an audience Explain how speakers can be responsive to diverse audiences and how they can adapt to varying levels of audience knowledge, attitudes, interests, needs, and desires
5	Power of Words <ul style="list-style-type: none"> Explain the importance of choosing words that are appropriate for the audience and the occasion that help create a clear, accurate and vivid speech Describe the difference between oral and written language
6	Topic Development <ul style="list-style-type: none"> Select appropriate and interesting speech topics Specify the general purpose of a speech. Develop a clear, concise specific purpose statement and central idea Understand how the specific purpose and the central idea fit into the overall design of a speech
7	Research and Responsible Knowledge <ul style="list-style-type: none"> Develop research strategies for finding materials quickly and efficiently. Recognize the value of using different types of information sources and how to evaluate each type of resource
8	How to Use Supporting Information <ul style="list-style-type: none"> Explain why support materials are needed in a speech Describe different types of support materials and which ones are the best to use for different types of speeches Discuss the use and abuse of statistics in speeches
9	Speech Structure and Outlining a Speech <ul style="list-style-type: none"> Understand the importance of developing an outline for a speech Learn the items that make up an outline, and be able to create a coherent outline Explain the importance of skillfully organizing the body of the speech by devising and organizing main points and selecting support materials Create effective speaking notes based on an outline.
10	Presentation Aids <ul style="list-style-type: none"> Explain specific advantages and disadvantages of using visual aids in a speech Describe the types of visual aids and be able to prepare and present appropriate visual aids
11	Informative Speaking <ul style="list-style-type: none"> Understand the difference between different types of informative speeches and identify which format is best to use in varying situations Prepare a speech that exemplifies the guidelines for one of the types of informative speeches

12	Demonstrative Speaking <ul style="list-style-type: none">• Articulate what a demonstrative speech is and the situations which this type of speech would be used• Create and deliver a demonstrative speech
13	Persuasive Speaking and Building Sound Arguments <ul style="list-style-type: none">• Understand the difference between different types of persuasive speeches and patterns for organizing a persuasive speech• Identify which format and method of organization is best to use in varying situations• Explain how to build credibility with an audience while delivering a persuasive speech• Learn how to analyze an audience using a persuasion scale, and how to arouse emotions in the audience
14	Ceremonial Speaking <ul style="list-style-type: none">• Identify the different types of ceremonial speeches and the purpose of each of them• Create and deliver a ceremonial speech
15	Review and Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Demonstrative Speech Evaluation Form

Name _____ Date _____ Topic _____ Grade _____

General

- _____ Did the speaker seem committed to the topic?
- _____ Did the speech fulfill the specifics of the assignment?
- _____ Did the speech promote identification among topic, audience, and speaker?
- _____ Was the purpose of the speech clear?
- _____ Was the topic handled with imagination and freshness?

Substance and Structure

- _____ Did the introduction arouse interest?
- _____ Was the speech easy to follow?
- _____ Could you identify the main points of the speech?
- _____ Were the proper factors magnified in the presentation?
- _____ Were main ideas supported by examples or narratives?
- _____ Did the conclusion help you remember the speech?

Presentation

- _____ Was the language clear and direct?
- _____ Was the language appropriate to the occasion?
- _____ Were grammar and pronunciations correct?
- _____ Was the speech presented extemporaneously?
- _____ Were notes used unobtrusively?
- _____ Did the speaker maintain good eye contact?
- _____ Did the presentation sound “conversational”?
- _____ Did gestures and body language complement ideas?
- _____ Was the speaker’s voice expressive?
- _____ Were the rate and loudness appropriate to the material?
- _____ Did the speaker use pauses appropriately?
- _____ Was the presentation free from distracting mannerisms?

Comments:

Persuasive Grading Rubric

	Poor/Missing 0-1 points	Fair 2-5 points	Good 6-8 points	Excellent 9-10 points
Vocal, Eye Contact, Mannerisms Engaged Audience	<p>Poor volume, articulation, spoke quickly, used colloquialisms, poor grammar.</p> <p>Little or no eye contact, extra movement, slouched.</p> <p>Read directly from the outline/note cards, very little contact with the audience.</p> <p>Did not use techniques to engage audience interest</p>	<p>Some difficulty with mispronunciation, use of filler words, rate of speech, volume, and grammar.</p> <p>Some eye contact. Frequently focused on the outline, back wall, table.</p> <p>Relied heavily on the outline/notes, becoming lost or needed long pauses to reorient himself/herself.</p> <p>Attempted to engage audience interest, but the effort was incomplete, disorganized, or poorly delivered.</p>	<p>Spoke clearly, articulated well, appropriate volume and speed, few pauses or mispronounced words.</p> <p>Maintained eye contact. Professional posture and gestures.</p> <p>Clear explanation of the process, but relied on the outline more than necessary.</p> <p>Used a story, example, rhetorical question, or other technique to attain interest.</p>	<p>Excellent use of vocabulary, volume, and speed. Grammatically correct.</p> <p>Extensive use of body language, gestures, and other nonverbal behaviors to enhance the speech.</p> <p>Explained the process conversationally. Proper use of notes.</p> <p>Actively engaged the audience using a variety of methods.</p>
Delivery in speech citations Organization, Demonstration, Citations Outline, Notes	<p>Did not state the topic of the speech.</p> <p>No background information and/or conclusion. Disorganized and/or confusing. Limited or no visual aids.</p> <p>Did not use any citations in the speech.</p> <p>Unprepared with no work cited page, formal notes or outline.</p>	<p>Stated the topic of the speech, but it was unclear or misleading.</p> <p>Information itself was clear, but needed a defined structure. Needed more practice.</p> <p>Used less than three citations properly.</p> <p>Work cited page and/or, outline incomplete or poorly done.</p>	<p>Clearly stated the topic of the speech.</p> <p>Explained all the elements of the topic in logical order. Visual aids were relevant to the topic. No additional practice needed.</p> <p>Correctly used at least three citations.</p>	<p>Clearly stated the topic of the speech in a creative, innovative way.</p> <p>Used imagination and creativity in explaining the information and/or persuading the audience. Well practiced visual aids well timed and effective.</p> <p>Multiple citations, correctly used.</p> <p>Properly formatted, typed work cited page and/or outline.</p>
Signal the end	<p>Student did not use any verbal cues or delivery styles to signal the end of the speech.</p>	<p>Student used verbal cues or delivery styles to signal the end of the speech, but poor transition.</p>	<p>Student used verbal cues or delivery styles to signal the end of the speech before concluding.</p>	<p>Student used creativity beyond "In conclusion" to effectively signal the conclusion.</p>
Persuasive	<p>Did not reference both sides of the issue. Chose an inappropriate issue.</p>	<p>Attempted to address the issue but was clearly bias and/or uninformed of both sides of the issue.</p>	<p>Clearly addressed both sides of the issue.</p>	<p>Exceptional insight and understanding of both sides of the issue.</p>

Additional Criteria				
Professional Dress	Not professionally dressed. -10 points			Professionally Dressed +10 points
Respect for other speakers and Attendance	Disrespectful and/or absent for other speeches. -10 points			In attendance and respectfully listening to other speeches. No additional points—expected.
Over/Under time limit				Minus Three Points

Total
Comments:

/50 points

Informative Speech Evaluation Form

Name _____ Date _____ Topic _____ Grade _____

General

- _____ Did the speaker seem committed to the topic?
- _____ Did the speech fulfill the specifics of the assignment?
- _____ Was the speech adapted to fit the audience?
- _____ Did the speech promote identification among topic, audience, and speaker?
- _____ Was the purpose of the speech clear?
- _____ Was the topic handled with imagination and freshness?
- _____ Did the speech meet high ethical standards?

Substance

- _____ Was the topic worthwhile?
- _____ Had the speaker done sufficient research?
- _____ Were the main ideas supported with reliable information?
- _____ Was testimony used appropriately?
- _____ Were sources documented properly?
- _____ Were examples and narratives used effectively?

Structure

- _____ Did the introduction arouse interest?
- _____ Did the introduction adequately preview the message?
- _____ Was the speech easy to follow?
- _____ Could you identify the main points of the speech?
- _____ Were transitions used to tie the speech together?
- _____ Did the conclusion help you remember the speech?

Presentation

- _____ Was the language clear, simple, and direct?
- _____ Was the language colorful?
- _____ Were grammar and pronunciations correct?
- _____ Was the speech presented extemporaneously?
- _____ Were notes used unobtrusively?
- _____ Was the speech presented enthusiastically?
- _____ Did the speaker maintain good eye contact?
- _____ Did the presentation sound “conversational”?
- _____ Did gestures and body language complement ideas?
- _____ Was the speaker’s voice expressive?

- _____ Were the rate and loudness appropriate to the material?
- _____ Did the speaker use pauses appropriately?
- _____ Did presentation aids make the message clearer or more memorable?
- _____ Were presentation aids skillfully integrated into the speech?
- _____ Was the presentation free from distracting mannerisms?

Comments:

Persuasive Speech Evaluation Form

Name _____ Date _____ Topic _____ Grade _____

General

- _____ Did the speaker seem committed to the topic?
- _____ Did the speech fulfill the specifics of the assignment?
- _____ Was the speech adapted to fit the audience?
- _____ Did the speech promote identification among topic, audience, and speaker?
- _____ Was the purpose of the speech clear?
- _____ Was the topic handled with imagination and freshness?
- _____ Did the speech meet high ethical standards?

Substance

- _____ Was the topic worthwhile?
- _____ Had the speaker done sufficient research?
- _____ Were the main ideas supported with reliable information?
- _____ Was testimony used appropriately?
- _____ Were sources documented properly?
- _____ Were examples and narratives used effectively?
- _____ Were appropriate proofs used?
- _____ Was the reasoning clear?
- _____ Did the reasoning follow an acceptable logical pattern?

Structure

- _____ Did the introduction arouse interest?
- _____ Did the introduction adequately preview the message?
- _____ Was the speech easy to follow?
- _____ Could you identify the main points of the speech?
- _____ Were transitions used to tie the speech together?
- _____ Did the conclusion help you remember the speech?

Presentation

- _____ Was the language clear, simple, and direct?
- _____ Was the language colorful?
- _____ Were grammar and pronunciations correct?
- _____ Was the speech presented extemporaneously?
- _____ Were notes used unobtrusively?
- _____ Was the speech presented enthusiastically?
- _____ Did the speaker maintain good eye contact?

- _____ Did the presentation sound “conversational”?
- _____ Did gestures and body language complement ideas?
- _____ Was the speaker’s voice expressive?
- _____ Were the rate and loudness appropriate to the material?
- _____ Did the speaker use pauses appropriately?
- _____ Did presentation aids make the message clearer or more memorable?
- _____ Were presentation aids skillfully integrated into the speech?
- _____ Was the presentation free from distracting mannerisms?

Comments:

Informative Grading Rubric

	Poor/Missing 0-1 points	Fair 2-5 points	Good 6-8 points	Excellent 9-10 points
Vocal, Eye Contact, Mannerisms Engaged Audience	<p>Poor volume, articulation, spoke quickly, used colloquialisms, poor grammar.</p> <p>Little or no eye contact, extra movement, slouched.</p> <p>Read directly from the outline/note cards, very little contact with the audience.</p> <p>Did not use techniques to engage audience interest</p>	<p>Some difficulty with mispronunciation, use of filler words, rate of speech, volume, and grammar.</p> <p>Some eye contact. Frequently focused on the outline, back wall, table.</p> <p>Relied heavily on the outline/notes, becoming lost or needed long pauses to reorient himself/herself.</p> <p>Attempted to engage audience interest, but the effort was incomplete, disorganized, or poorly delivered.</p>	<p>Spoke clearly, articulated well, appropriate volume and speed, few pauses or mispronounced words.</p> <p>Maintained eye contact. Professional posture and gestures.</p> <p>Clear explanation of the process, but relied on the outline more than necessary.</p> <p>Used a story, example, rhetorical question, or other technique to attain interest.</p>	<p>Excellent use of vocabulary, volume, and speed. Grammatically correct.</p> <p>Extensive use of body language, gestures, and other nonverbal behaviors to enhance the speech.</p> <p>Explained the process conversationally. Proper use of notes.</p> <p>Actively engaged the audience using a variety of methods.</p>
Delivery in speech citations Organization Demonstration Citations Outline Notes	<p>Did not state the topic of the speech.</p> <p>No background information and/or conclusion. Disorganized and/or confusing. Limited or no visual aids.</p> <p>Did not use any citations in the speech.</p> <p>Unprepared with no work cited page, formal notes or outline.</p>	<p>Stated the topic of the speech, but it was unclear or misleading.</p> <p>Information itself was clear, but needed a defined structure. Needed more practice.</p> <p>Used less than three citations properly.</p> <p>Work cited page and/or, outline incomplete or poorly done.</p>	<p>Clearly stated the topic of the speech.</p> <p>Explained all the elements of the topic in logical order. Visual aids were relevant to the topic. No additional practice needed.</p> <p>Correctly used at least three citations.</p>	<p>Clearly stated the topic of the speech in a creative, innovative way.</p> <p>Used imagination and creativity in explaining the information and/or persuading the audience. Well practiced visual aids well timed and effective.</p> <p>Multiple citations, correctly used.</p> <p>Properly formatted, typed work cited page and/or outline.</p>
Signal the end	<p>Student did not use any verbal cues or delivery styles to signal the end of the speech.</p>	<p>Student used verbal cues or delivery styles to signal the end of the speech, but poor transition.</p>	<p>Student used verbal cues or delivery styles to signal the end of the speech before concluding.</p>	<p>Student used creativity beyond "In conclusion" to effectively signal the conclusion.</p>

Informative	Did not reinforce the central idea as part of the conclusion.	Attempted to reinforce the central idea, but did not clearly execute a summation.	Clearly reinforced the central idea in a way that brought the speech to a clear finish.	Used an appropriate and memorable method of reinforcing the central idea in the summation.
Additional Criteria				
Professional Dress	Not professionally dressed. -10 points			Professionally Dressed +10 points
Respect for other speakers and Attendance	Disrespectful and/or absent for other speeches. -10 points			In attendance and respectfully listening to other speeches. No additional points—expected.
Over/Under time limit				Minus Three Points

MIDTERM



Professionalism

Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

Elmira Business Institute
Student Syllabus: Freshman Seminar (COM140)

Prerequisites: None

Course Credits: 3

Course Description

This course is designed to expose the student to a variety of techniques and strategies for dealing with obstacles to personal and professional success as a student at Elmira Business Institute. Student's personal and professional skills will be enhanced through group participation in human relations training and social skills development exercises. Topics such as learning styles, test taking, time management, and studying strategies will be covered in detail.

Note: This is a required course for all incoming Freshman Students

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Write effective personal and career affirmations
- Demonstrate how to change negative thinking into positive thinking
- Demonstrate effective interpersonal communication skills in small and large group settings
- Develop goal-setting and individualized time-management skills
- Analyze and assess the role of learning environments and preferences, from both cognitive and social learning perspectives
- Recognize the impact of attitudes on the success of individuals as well as organizations
- Act to change attitudes and professionally help others change their attitudes
- Use Information Literacy to effectively and efficiently access information
- Differentiate between primary and secondary sources.
- Cite sources using appropriate documentation style.
- Understand intellectual property, copyright, plagiarism and fair use.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM140

None

Required Course Texts & Course Materials

Carter, Carol, Joyce Bishop, and Sarah Lyman Kravits. *Keys to Success-Quick*. 1st ed. Boston: Pearson, 2012. Print. (ISBN: 9780134019352)

Tice, Lou, Joe Pace and Scott Fitzgibbon. *Thought Patterns for a Successful Career, From Education to Employment...and Beyond*. 1st ed. Seattle, WA: The Pacific Institute, 2013, Print. (ISBN: 9781930622296)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation:

<i>Assessment Type</i>	<i>% of Grade</i>
Attendance/Professionalism	15%
Quizzes	20%
Assignments/Homework	50%
Cumulative Final Exam	15%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #		Topics	
Week	Pacific Institute	Keys to Success	Information Literacy
1	ORIENTATION		
2	Unit 1: More Than Meets the Eye Unit 2: Our Internal Radar	Ch. 1 Welcome to College Career Services in the Classroom-Workforce Readiness Initiative Personal Mission Statement	Introduction to Information Literacy and Pre-Test
3	Unit 3: How the Mind Works Unit 4: Beliefs Regulate Performance	Ch. 2 Goals and Time Ch. 11 Managing Money	MLA Format, Types of Sources, How to Evaluate Sources: Print, Electronic, Web Sites CAPSTONE PROJECT: IDENTIFY AND DEVELOP TOPIC
4	Unit 5: My Internal Conversation - 24/7/365 Unit 6: Comfort Zones	Financial Aid IGRAD Presentation	Library Tour EBI
5	Unit 7: The Next Time.... Unit 8: Out of Order - Into Order	Ch. 4 Critical, Creative and Practical Thinking Ch. 5 Reading and Information Literacy *Introduction to Professionalism	Organization of Information in a Library and Use of Periodicals CAPSTONE PROJECT: PRILIMINARY SEARCH FOR INFORMATION ON TOPIC

Week	Pacific Institute	Keys to Success	Information Literacy
6	Unit 9: Imagination + Forethought = My Future	Ch. 9 Diversity and Communication *Social Media and Professionalism	Introduction to Databases, Search Engines, Keywords, and Formulating Search Strategies CAPSTONE PROJECT: BEGIN TO LOCATE SOURCES
7	Unit 10: Holding the Vision	*Dressing Professionally - "Dress for Success"	Binghamton University Tour/Steele Memorial Library Tour
8	MIDTERM EXAM		
9	Unit 11: Tools for Change: It's All About Replacement Picture	Ch. 6 Listening and Note Taking *Professionalism in the Workplace	More Practice with Databases, Search Engines, Keywords, and Formulating Search Strategies CAPSTONE PROJECT: LOCATE SOURCES
10	Unit 12: Visualizing the New Unit 13: Have To vs. Want to!	Ch. 7 Memory and Studying	Information Literacy and the Internet: Evaluating Web Sites, Wikipedia, and Netiquette CAPSTONE PROJECT: EVALUATING SOURCES
11	Unit 14: I'm In Charge and I'm Up For It!	Ch. 8 Test Taking	Plagiarism, Copyright, Censorship, and Intellectual Property CAPSTONE PROJECT: MAKING NOTES/OUTLINES
12	Unit 15: Goal-Setting Through	Ch. 10 Wellness and Stress Management	Information Literacy and the Research Process: Finding a Topic, Gathering Data, Evaluation of Materials, Outlines, Presenting Research CAPSTONE PROJECT: WRITING THE PAPER

13	Unit 16: Successful and Significant	Ch. 12 Careers and More	Overview of Citation Methods in Research on a Variety of Sources: Print, Web, Website, Database, Journal, Magazine, and Articles. Information Literacy Post-Test CAPSTONE PROJECT: PAPER DUE
14	REVIEW FOR FINAL EXAM		
15	COMPREHENSIVE FINAL EXAM		

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester. *Revised February 2016 mzt, November 2016 jlb*

MIDTERM



Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points _____/100 points

Student's Signature: _____

Date: _____

Elmira Business Institute

Student Syllabus: Career Placement Seminar (COM150)

Prerequisites: None

Course Credits: 1

Course Description

This course focuses on training and preparing the student for the workforce upon graduation. Students will be exposed to resources and taught tools that will aid them in finding, obtaining, and retaining employment. Resources, such as the class textbook, newspapers, magazines, articles, the Internet, and the community, including teachers and employers, will be used where appropriate in this professional development course.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Create a professional and polished internet-based electronic portfolio/website
- Produce, critique, and understand the use of a Cover Letter, Resume, Reference Sheet, and Thank You Letter following an interview
- Improve interview skills via mock interviews

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM150

You will submit your finished Resume, Cover Letter, Reference Sheet, and Thank you Letter.

In this course, you will create your digital portfolio, including your polished resume and Career Portfolio for Workplace Skills projects for all classes.

Required Course Texts & Course Materials

Google Sites, Google, 2015. Web. 12 Oct. 2015. <<https://sites.google.com>>

LinkedIn, LinkedIn, 2015. Web. 12 Oct. 2015. <<https://www.linkedin.com>>

Supplemental educational learning materials may include and are not limited to

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World*. 2nd ed. New York: Mc-Graw-Hill, 2016. Print. (ISBN: 9780073403281)

Elmira Star Gazette 2015. Print.

"Occupational Outlook Handbook." U.S. Bureau of Labor Statistics. Web. 1 Oct. 2015. <<http://www.bls.gov/ooh/>>.

Press and Sun Bulletin [Binghamton] 2015. Print.

Employment job lead sites (including but not limited to *Careerbuilder*, *Indeed*, *Monster*)

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay). The instructor will endeavor to return student work product by the next official class period whenever possible.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

<i>Assessment Type</i>	<i>% of Grade</i>
Attendance/Professionalism	15%
Mock Interviews	15%
Assignments / Homework	20%
Online Portfolio / Website	50%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. **Professional dress is required for this course.** Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Only one absence is allowed for this course. **If a student misses more than one class without a medical or legal excuse he or she will fail the course.** Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-

term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person’s work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week

Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic
1	<i>Introduction to ePortfolios</i> <ul style="list-style-type: none"> • Define the purpose of the portfolio • Define terminology used in ePortfolios • Know how to access ePortfolio • Select an ePortfolio template
2	<i>Discuss Purpose of ePortfolio</i> <ul style="list-style-type: none"> • Know what are you trying to show • Understand what goals are demonstrated on the portfolio • Design the initial layout of the ePortfolio
3	<ul style="list-style-type: none"> • Discuss the different types of artifacts that should be in an ePortfolio • Begin collecting artifacts to include in ePortfolio. • Discuss the different types of gadgets that can be used in an ePortfolio.
4	<i>Create the First Page of the ePortfolio.</i> <ul style="list-style-type: none"> • Create the introduction and table of contents • Continue to collect artifacts
5	<ul style="list-style-type: none"> • Create one page for each section of table of contents. • Continue to collect artifacts
6	<i>LinkedIn profile: Access or Setup</i> <ul style="list-style-type: none"> • Demonstrate ePortfolio use on LinkedIn • Continue to collect artifacts • Proofread, edit, and receive feedback on the introduction and table of contents created to date
7	<ul style="list-style-type: none"> • Begin to input content into created pages • Begin to convert artifacts into PDF or JPEG formats • Continue to build LinkedIn profile • Proofread, edit, and receive feedback on information inputted into LinkedIn Profile • Discuss networking both online and in person
8	<ul style="list-style-type: none"> • Continue to convert artifacts into PDF or JPEG formats • Begin to insert artifacts into appropriate sections in the ePortfolio • Discuss different types of online job-search engines • Proofread, edit, and receive feedback on artifacts and information
9	<ul style="list-style-type: none"> • Continue to develop created pages in each section of the ePortfolio • Proofread, edit, and receive feedback on information inputted into the ePortfolio. • Discuss the importance of online validity and effects of social media
10	<ul style="list-style-type: none"> • Continue to develop created pages in each section of the ePortfolio • Proofread, edit, and receive feedback on information inputted into the ePortfolio • Continue discussion about using social media responsibly
11	<ul style="list-style-type: none"> • Demonstrate how to insert an ePortfolio link into online job applications • Demonstrate how to create a hyperlink into the online resumé • Continue to develop created pages in each section of the ePortfolio
12	<i>Reflection: Does the ePortfolio still represent goals? Fulfill initial purpose?</i> <ul style="list-style-type: none"> • Create hyperlinks into online resumé and insert links into LinkedIn profile

13	<ul style="list-style-type: none">• Complete a pre-final proofing, editing, and feedback on the ePortfolios and LinkedIn profiles• Complete final touches on created sections on the ePortfolio and LinkedIn profile
14	<ul style="list-style-type: none">• Complete final proofreading, editing, and feedback on information inputted into LinkedIn profile and ePortfolio
15	<ul style="list-style-type: none">• Perform Presentations of ePortfolios• Publish ePortfolios

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
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Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____

Date: _____

FINAL



Professionalism

Rubric

Total Points		Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
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Total Points _____/100 points

Student's Signature: _____

Date: _____



Cover Letter Rubric

Standard	Beginning 10	Adequate 15	Outstanding 20	Score
Content	<input type="checkbox"/> Does not include specific work and education experience that relate to the job. Does not elaborate on skills or explain how they can contribute to the company. Does not ask for an interview.	<input type="checkbox"/> Includes relevant work and education experience and elaborates on skills, but does not always explain how they can contribute to the company's success. Does ask for an interview.	<input type="checkbox"/> Specifically shows how skills and work and education experience can contribute to the company's success. Uses examples to support analysis. Asks for an interview and provides necessary contact information.	
Organization	<input type="checkbox"/> Does not include all the necessary elements. No logical flow between paragraphs.	<input type="checkbox"/> Includes all the necessary elements. Paragraphs could use better structure and transitions.	<input type="checkbox"/> Includes all necessary elements, and all elements flow logically from one to the other.	
Writing Style	<input type="checkbox"/> Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	<input type="checkbox"/> Writing is short and direct. Uses some action statements and active verbs.	<input type="checkbox"/> Writing is direct and specific. Action statements and active verbs are used throughout. Style and tone are professional.	
Format	<input type="checkbox"/> Does not follow appropriate business letter format.	<input type="checkbox"/> Follows appropriate business letter format but leaves out a few details, such as enclosures.	<input type="checkbox"/> Follows appropriate business letter format exactly.	
Grammar and Usage	<input type="checkbox"/> Letter contains more than one grammatical error.	<input type="checkbox"/> Letter contains one grammatical error.	<input type="checkbox"/> Letter contains no errors in grammar and usage.	
TOTAL SCORE				
PERCENTAGE				
LETTER GRADE				



Resume Rubric

Standard	Beginning 10	Adequate 15	Outstanding 20	Score
Content	<input type="checkbox"/> The resume does not include all of the required elements.	<input type="checkbox"/> The resume includes all of the required elements, but actual content for each element is vague or incomplete.	<input type="checkbox"/> The resume includes all of the required elements, and each element is thorough and complete.	
Skills Statements	<input type="checkbox"/> Fewer than 3 skills statements are listed. Few keywords are used.	<input type="checkbox"/> Resume lists 3–5 skills and uses several keywords. Skills are not tailored to job and objective.	<input type="checkbox"/> Resume lists more than 5 skills and uses several keywords. Skills are tailored to job and objective.	
Writing Style	<input type="checkbox"/> Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	<input type="checkbox"/> Writing is short and direct. Uses some action statements and active verbs.	<input type="checkbox"/> Writing is short, direct, and specific. Action statements and active verbs are used throughout.	
Format	<input type="checkbox"/> Resume is poorly organized and difficult to read. Lacks bullets, lines, bold, italic, font changes, or graphics.	<input type="checkbox"/> Resume is somewhat organized and easy to read. Uses some formatting strategies to make scanning easier.	<input type="checkbox"/> Resume is well organized and makes good use of bullets, lines, graphics, and font changes to catch the reader's eye and emphasize key points.	
Grammar and Usage	<input type="checkbox"/> Resume contains more than one grammatical error.	<input type="checkbox"/> Resume contains one grammatical error.	<input type="checkbox"/> Resume contains no errors in grammar and usage.	
TOTAL SCORE				
PERCENTAGE				
LETTER GRADE				
The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____				