



CARTHAGE COLLEGE

BUS 4900W04: Business Policies Senior Seminar

Spring 2022

MF 11:45AM-01:25PM 02/02/2022 - 05/18/2022

MAIN Campus, Clausen Center, 111

INSTRUCTOR INFORMATION

Instructor: Joseph A Tenuta, MBA
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Office Hours: By Appointment

COURSE DESCRIPTION

Business Policy Seminar is a capstone course for seniors majoring in Business. The course is designed to integrate students' knowledge across the curriculum. As a seminar-style course, students assume a significant degree of responsibility for the development and delivery of the content. All students will complete a senior thesis; a thesis oral presentation; and assignments that reflect a diversity of business issues and topics. This is an intensive writing course as required by the curriculum.

LEARNING OUTCOMES

1. Demonstrate the ability to identify an important issue or problem in business by utilizing significant primary/secondary research to analyze problems/opportunities and explain/provide a resolution or indicated actions. This will be demonstrated by submitting a thesis and process documents.
2. Integrate knowledge learned in this and previous business courses.
3. Enhance existing knowledge of the writing process through the use of editing and revision.
4. Demonstrate effective oral and written communication skills by articulating a point of view on a variety of business issues, engaging in constructive debate, and by challenging others' point of view or building on others' ideas.
5. Demonstrate critical thinking skills in discussion board, thesis and class discussions.

TECHNOLOGY

SCHOOLGY

This Undergraduate Studies courses is being delivered in two parts, totaling 14 weeks. The Learning Outcomes are equivalent to semester-long courses. In order to effectively meet the learning outcomes, this course will utilize blended learning activities to supplement in-class lectures and exercises; therefore, students will need access to the internet and to develop a familiarity with the Learning Management System, Schoology. Resource Materials include the course syllabus, additional readings, writing assignments, videos, gradebook, etc. Class announcements will also be made available through this site.

Everyone who registers for this class should have immediate access to the Schoology site for this course. It is the student's responsibility to check Schoology every day! You will have access to the course materials posted on Schoology 24 hours a day. Feel free to download these materials or print them out at your convenience. If you have difficulty accessing the Schoology site, please contact me immediately so we can address the problem.

REQUIRED MATERIALS

1. *Hbr's 10 Must Reads, 6 Box Set* by Harvard Business Review. | ISBN10: 1422184056

ATTENDANCE

It is imperative that students attend every class. Every student is responsible for all material covered in class (including videos, class exercises, lectures, etc.). A student absence may be excused, in other words not count against them, if the absence is deemed legitimate by the instructor and can be confirmed with the appropriate documentation.

ASSIGNMENTS

Assignment	Points
Class Discussion/Contribution/Discussion Boards	250
Thesis proposal; rationale; first 4 sources	50
Thesis Outline; Intro Paragraph	50
Thesis Six pages	50
Thesis Twelve pages	100
Thesis First draft; Bibliography	150
Thesis Final Submission	250
Presentation	100
TOTAL	1000

CLASS DISCUSSION/CONTRIBUTION

As a seminar-style course, BUS 4900W is highly reliant on students for generating class content and actively engaging in dialogue, discussion, and debate. Students are expected to fully participate in each class, actively listening, sharing points of view, debating issues, and building on others' ideas.

GRADING

There are 1000 points available in this course. The grading scale is as follows:

Grades: A: 93% and above; A- = 90-92.99%; B+ = 87-89.99%; B = 83-86.99%; B- = 80-82.99%; C+ = 77- 79.99%; C = 73-76.99%; C- = 70-72.99%; D+ = 67-69.99%; D = 63-66.99; D- = 60-62.99%; F = 0 – 59.99%

ACADEMIC MISCONDUCT

Cheating and/or plagiarism will not be tolerated. Such conduct may result in a failing grade for that assignment, the entire course, and/or a recommendation to the appropriate college officials. You MUST abide by the college's academic honesty guidelines found in the Student Community Code. See the Carthage Student Handbook at <http://www.carthage.edu/campus-life/code/academic-concerns/>.

LEARNING ACCOMODATIONS

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders, and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

INCLUSIVE COMMUNITY

Our class will be mutually respectful and inclusive of all students. The classroom will be an environment with no discrimination, where everyone is comfortable and at liberty to contribute to, and benefit from the entire learning experience. Any suggestions to improve class interactions or any concerns should be brought to my attention. Your Team interactions present a great opportunity to adopt this attitude of inclusion and enhance positive interactions in the larger class.

OTHER PERTINENT INFORMATION

1. The Instructor reserves the right to refuse to accept any student assignment, which is turned in late. Consideration will be given for extenuating circumstances.
2. Any cheating, plagiarism, or other cases of dishonesty will not be tolerated. Expect that such infractions will receive zero credit for that assignment.
3. You should expect your Instructor to:
 - a. be prepared for every class.
 - b. be respectful of you and your fellow students.
 - c. be a careful and attentive listener.
 - d. be available outside of class, by appointment, for consultation.
 - e. take your questions seriously.
 - f. evaluate your work promptly, constructively, and impartially.
4. Your Instructor should expect that you:
 - a. come to class prepared to contribute positively to class discussions.
 - b. be respectful of him and your fellow students
 - c. be a careful and attentive listener.
 - d. take the assignments seriously.
 - e. contribute equally – i.e., “pull your own weight” in class discussions and exercises.
 - f. provide helpful and constructive feedback during the semester.
5. Each class period will consist of a writer’s workshop where you can expect to spend time working on your thesis development and/or exercises to improve the mechanics of business writing.
6. The article/case studies from the Harvard Business Review will be used for in-class discussions as well as our online discussion boards. You’re participation will determine your grade.
7. The Instructor will not offer extra credit assignments.
8. The Instructor will not curve grades.
9. The Syllabus and Assignment Calendar may change at the discretion of the Instructor. Given the nature of the business world, particular cases and assignments will be based on current events. The syllabus provides a framework that will guide us and I will communicate assignments appropriately with ample time to complete.

SENIOR THESIS

Choose your Senior Thesis topic very carefully. Starting with a bad topic is never going to have a good end. Though, of course, every field and every paper is different, here are some signs of a good topic:

1. Previous experience (yours): It's in an area in which you have already done some coursework. A senior thesis is not the time to start work in virgin territory.
2. Is it Doable? It's a topic that can be productively explored in the time you have. Don't fixate on a project that would take more than a lifetime to complete or a topic so narrow that you'll struggle to write even ten pages on it.
3. Answers a question (rather than surveying an area): The best thesis projects are ones that address a problem in a field and try to resolve it. Just talking about a topic you like usually nets a descriptive report, not an analytical paper—and reports come in on the lowest rung of the intellectual food chain.
4. Intrinsic interest (to you): There's no point putting in long hours working on something that bores you to tears from day one.
5. Consider expanding a course paper. Many students think, wrongly, that in order to do a senior thesis, they have to come up with a wholly new idea. But, in many cases, the most successful projects are expansions, reworking, and further explorations of previous course papers. It's not too hard to see why: Often you've done significant work on the issue (and hence know what you're talking about), and in many cases, the original topics were picked by professors themselves (hence likely to work).
6. Depending on your project, there may be several scholars at your university who could give valuable input into your work, either by helping direct your research or your thinking on an issue. Check with your professor about whether it would be worthwhile to consult with additional faculty members, either within the department or in neighboring departments.
7. Divide your time in half. Spend about half your allotted time researching and the other half writing. Most students wind up spending about 90 percent of their time researching, which means that they don't start pulling together their ideas until it's already too late. Good senior theses require multiple drafts, with serious revisions being made based on the comments of your adviser. All of that takes time.
8. As your project draws to a close, it's especially important to assess where your work stands in the field and what original contribution it makes. This is something you will need to communicate both in the paper and your presentation. The whole idea of the senior thesis—or capstone project—is for you to start being a player in the field. You can't play unless you know your position and who else is playing.
9. Please identify an individual that you have secured to provide peer review for your thesis paper. Your peer reviewer could be a parent, friend, partner, spouse, co-worker, boss/manager, etc. This individual will be asked to provide a peer review of your paper prior to submitting at the Six Page, Twelve Page, and First Draft deliveries.

The major emphasis seminar-style this seminar is writing and presenting a good thesis. The thesis represents a focused conceptualization, research, and analysis of an interesting and important issue or project in business. The thesis will be a minimum of 20 pages and a maximum of 25 pages (plus a Title page, Table of Contents, Executive Summary, Appendix, and a Bibliography). The paper should be formatted in Calibri, double spaced, with 11 point font size. Your paper must include a list of references used in an APA format. Thesis topics may include any of the following:

1. Traditional “library” research. Pick an appropriate business topic or industry analysis and become an expert on it. This thesis should be deep and extensive enough that it could serve as a book chapter on the topic. Be sure that you are delivering original thinking on the topic.
2. In-depth industry study. This will use extensive secondary research, possible interviews, etc. to provide a deep background in a product or service industry. A related approach may focus on a company's performance in the context of the respective industry.
3. Field projects, such as a promotional plan. If you can find a client, you can be a consultant on a “deliverable” project. The deliverables will be jointly determined by you, the client, and the Instructor.
4. Business plans. It's difficult for most students to do a good, comprehensive business plan in a single semester.

However, you may be able to convince the Instructor that you have something appropriate that is already in development. Students who have been in entrepreneurial and small business development classes may have started on a new business idea, and this may provide a foundation for a thesis. In this case, be prepared to share with the Instructor what you have already accomplished in your previous work.

5. Most likely, a more targeted project is more appropriate, e.g. a marketing communications plan; a product launch plan; etc.
6. Original research. There may not be enough time for collection and analysis of primary data, but there could be good secondary sources that can be used to address an original business research question. Still, primary research is possible with the use of appropriately designed surveys and other methods for a substantive study. To conduct a survey, the student must pass the CITI online training and secure IRB approval for the research plan.
7. Thesis from another class. If you are a double-major, it is possible that your thesis can satisfy both departments. To satisfy the requirement for this course, the thesis should have significant business- related content.

An acceptable thesis project will answer three key questions: Who cares? Why do they care? How does this document resolve a problem or address an opportunity?

The thesis will be developed in the following steps:

Thesis Proposal and Rationale/First Four References. Describe the topic of your thesis. Try to identify the title of the thesis. In a few sentences, explain why this thesis is important and/or of interest to a business community. Revision and refinement may be needed to strike a right balance between tackling a topic that is too broad or too narrow. To get the research started, find four references from business books, publications, or substantive online sources that provide insight or relevant information about the thesis topic. Each reference should provide the full citation in a standard format, then bullet points for each source describing key points of information that will likely be used in the thesis. File Upload a copy of yours by the due date.

Thesis Outline/Introductory Paragraph. Create an outline of your thesis. Headings and subheadings should identify the major topics that will be described/discussed/addressed in your project. The Introductory Paragraph “sets the scene” for your paper. It should identify the topic; describe why it is important to the targeted audience; briefly describe the major parts that will follow. File Upload a copy of yours by the due date.

Six Pages. Write the first six pages of the thesis. Likely completes the overview/background section, although it could include the key paragraphs of sections throughout the paper. For example, if you are doing a promotional plan for a local restaurant, you may have a later section (website redesign) more complete than an earlier section (sales promotions). File Upload a copy of your work to the Instructor by the due date and bring a hard copy of your peer reviewed paper to class.

Twelve Pages. The Thesis research section is nicely advancing and most likely concluded by the twelfth page. File Upload a copy of your work to the Instructor by the due date and bring a hard copy of your peer reviewed paper to class.

First draft / Bibliography. The first draft of the thesis is submitted. This should include all the parts that are relevant to your specific types of project, typically a title page; introduction; problem identification; discussion of the topic with appropriate subheadings; bibliography. A traditional thesis should have at least 15 reference sources, but a promotional plan could have fewer (e.g. articles about the trends in the industry; local news.) This is a refined first attempt at the thesis and should be almost the length of the final paper. Emphasis will be on research, content, and analysis, rather than mechanical issues, but the latter will still be a component of evaluation. Full citations are required. Following feedback from the Instructor as needed, improvements or changes will be made. File Upload a copy of your work to the Instructor by the due date and bring a hard copy of your peer reviewed paper to class.

Final draft. This draft should be a revision of the thesis that was previously turned in. This should include title page; Table of Contents; Executive Summary; introduction; problem identification; discussion of the topic with appropriate subheadings; Bibliography (at least 15 or more references in a traditional thesis, but may be adjusted for projects, books vs. magazine articles, etc.), and an Appendix (as appropriate). The student must receive a passing grade on the Final Draft to pass the course. File Upload a copy of your work to the Instructor by the due date.

Thesis Presentation. You will present the thesis to the class and any other visitors. You are welcome to invite family and friends to your presentation. Be prepared to answer questions regarding your presentation. File Upload a copy of your presentation to the Instructor by the due date and bring a hard copy to class.

COURSE SCHEDULE

The typical and tentative course schedule will be lecture on Monday and Writing Workshop on Friday. Students should be prepared to devote their time on Fridays to writing, as this is a writing intensive course. From time to time, the schedule may change dependent on where we are at in the process.