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Antelope Valley College Business, Computer Studies, and Economic Development Division

Course: MGT 101, Management Principles

Semester: Fall 2010

Instructor: Mrs. Beverly Beyer, Associate Professor

Messages: (661) 722-6300, Ext. 6375; bbeyer@avc.edu

Syllabus and Online Learning Notes

Overview

As your instructor, I see myself as the facilitator, here to help the students succeed. People succeed when they know what is expected of them and are provided with proper resources and support. The information below is intended to help you succeed in this course. I suggest printing out this information so that you can refer to it throughout the semester. If you require any clarification, please post your question to the **General Discussion** forum (check the **WEEKLY DISCUSSION BOARD** link or the **COMMUNICATION** link in the main course menu). There may be several students who can benefit from the question and answer. If your question is personal, please use your **AVC student e-mail account** to e-mail me directly.

*****Each week, current lessons will be available by accessing the **WEEKLY LESSONS** link in the main course menu. This "weekly lessons" link will contain a folder with the current week's lecture, reading list, assignments, and discussion forum topic--all included in one area for easy access. Check this area each week to see what is currently due.*****



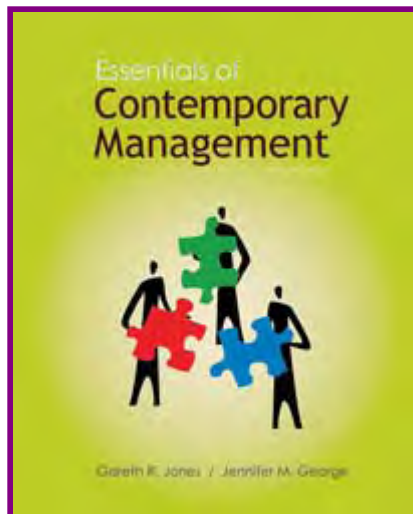
The beauty of online courses is that you can access the class twenty-four hours a day from anywhere in the Internet-connected world. Therefore, you should be able to complete the requirements of this course within the allotted time.

Although this is an online class, I am still available by telephone and in person.

If feasible, consider an in-person visit to discuss any challenges or concerns with the course, or simply to say "hi."

Textbook and Supplies

Textbook (Required): The textbook is required and students should have the book by the start of the second week of class.



Jones, Gareth R., and
Jennifer M. George.

*Essentials of Contemporary
Management, 4e.* McGraw-
Hill. 2011.

(Click on graphic to access the
publisher's site.)

Course Description

This course is designed for managers as well as those who work for managers. It includes an analysis of the principles and theories of management and organizational behavior. Topics of study include managerial functions of planning, organizing, leading, and controlling; managerial processes of decision-making, leadership, motivation, and communication; ethics, diversity and team management, operations management; and the global business environment. (CSU, AVC)

MGT101 Advisories: Eligibility for ENGL 099, READ 099, and MATH 060

Course Objectives

Upon completion of this course, the student will be able to:

Define management and differentiate among the four managerial functions of planning, organizing, leading, and controlling.

- Examine the historical and modern approaches to management: classical, behavioral, management science, contingency, system, and learning organization.
- Explain the objectives, responsibilities, and competencies required of modern managers.
- Examine ethics and social responsibility, while evaluating the ethical issues a manager may encounter.
- Define diversity and explain the advantages and challenges diversity may have in an organization.
- Describe the various types of plans, planning tools, and steps in the planning process.
- Apply the decision-making process to various managerial situations.
- Compare the various forms of organizational structure and how each type of structure affects the nature of an organization.
- Examine leadership theories and identify effective leadership styles.
- Evaluate and apply the major theories of motivation.
- Examine the factors that create conflict in individuals and organizations.
- Discuss the patterns of organizational communication and how to provide effective feedback.
- Discuss the concepts of production management, control, and quality.

Additionally,

- Develop effective group techniques through participation in group/work team activities.
- Demonstrate an awareness of organizational cultures and workforce diversity.
- Demonstrate an ability to effectively use computers and information technology to complete assignments and projects.
- Develop analytical and problem solving skills by using the case analysis method.

Grading Scale

The grading scale is designed to encompass all aspects of the class, including individual and group work. Simply doing well on the exams does not guarantee a good or passing grade in the course. Grades will be based on the following:

Grading Criteria					
Criteria	No. Points	%	No. Points	Grading Scale	Letter Grade
Weekly Assignments	175	17.5%	900-1,000	90-100	A
Exams 3 at 100 points each	300	30%	800-899	80-89	B
Group Report Project 2 at 50 points each	100	10%	700-799	70-79	C
Organization Analysis Report (Individual)	200	20%	600-699	60-69	D
Participation (e.g., class activities/discussions)	225	22.5%	599 and below	Below 60	F
TOTAL	1,000	100%			

The sections below contain more specific information about each of the grading criteria.

Assignments - 17.5%

A complete listing of assignments is located in the **Semester Assignments** section, located by accessing the **SYLLABUS & SEMESTER ASSIGNMENTS** link in the main course menu. For easy reference, I strongly recommend that each student print out this material.

Work will be assigned from each chapter and may include the following:

- Reading from our textbook and textbook Web site
- Completing and evaluating "Building Management Skills" exercises
- Visiting Web sites and researching managerial topics
- Answering questions derived from the chapter
- Working through management scenarios and case analyses
- Participating in the posted discussion topics

These assignments are meant to reinforce the principles being studied and to develop and sharpen your managerial competencies (skills).

*********In an effort to have the class learn together, weekly assignments will not be accepted early (e.g., Week Four assignments will not be accepted in Week Three) and links to learning materials and discussion forums will be activated on the dates as listed in the **Semester Assignments**. *********

Exercises. Answers should be clear, concise, and in your own words. Use the concepts in our textbook to substantiate your answers; **cite your sources when applicable, using MLA format**. Examples and supporting evidence will add value to your responses.

Exams (3) - 30%



Three exams will be given to assess the student's understanding of principles and his/her development of skills. The format for exams may include multiple choice and essay. When composing your responses to the essay questions, you must cite your sources using MLA format. The exams are open book (but not open neighbor!) and should take approximately 2 to 4 hours of concentrated effort to successfully complete each exam.

The exam schedule is posted in the **Semester Assignments**. Also check the current lessons folders which will be available by

accessing the **WEEKLY LESSONS** link in the main course menu.

****Once the exam link is activated, students will be given **three days** (e.g. Saturday, Sunday, and Monday) to complete the exams and submit them online. Keep a copy of your submitted responses.****

The reason for giving students a few days to submit the exams is because of the online environment. Class work is meant to be done based on your schedule within the timeframe (due dates) set by the course syllabus/assignments. Right after you submit the exam, you will receive a confirmation notice AND will see an exclamation point in the **My Grades** area for this exercise. **Keep a printed or digital copy of the confirmation notice** with the date and time stamp just in case the electronic version does not reach me. This way, you have proof that you have taken the exam in the allotted time.

Group Report Projects (2) - 10%



A 21st Century worker must have certain skill sets to become successful in his or her field. People with skills such as critical thinking, interpersonal, communication, teamwork, and self-management are highly desired by small and large organizations.

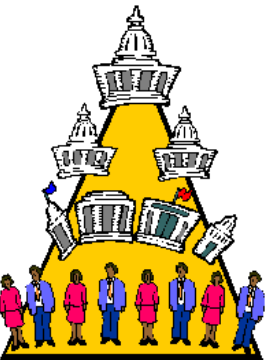
Excellent managers are adept at using these skills to assess strengths, weaknesses, opportunities, and threats in the business environment. Today's environment also includes the use of technology for collaboration and management of projects throughout the world.

With these thoughts in mind, and to provide students with a realistic experience in a safe environment, students will be assigned to **virtual groups of about 5 members** to complete two brief case reports.

****Blackboard contains an excellent **COMMUNICATION>Group Pages** area that allows for group work, which I will modify for each student team. Student teams are required to use their specific **Group Page** that will be established to facilitate communication with team members while working on this group report. Each group page area will include a discussion forum, chat room, and file exchange feature--all for exclusive use by the specific members assigned to the group. During the course of the group report periods, **I will be monitoring** the participation and progress of each student group.****

Check the **GROUP PROJECT** link in the main course menu for more information.

Organization Analysis Report (Individual) - 20%



In order to integrate the principles and concepts studied in this course, students will select an organization, research this organization, and analyze the management and organizational structures; thus the principles and theories being studied in our course will be applied. The organization analysis report will be turned in as a formal report, complete with a Works Cited page and any appropriate charts, graphs, and appendices.

Appropriate use of terminology, concepts, structure, new insights, specific examples, and supporting evidence to substantiate your points is essential to successfully complete the assignment.

Check the **ORGANIZATION ANALYSIS REPORT** link in the main course menu for more information.

Participation - 22.5%

Discussion Forums. Participating in the weekly discussions is a requirement of this class. Discussion forum topics are listed in the **Semester Assignments** and are also included within the current lessons folder, available by accessing the **WEEKLY LESSONS** link in the main course menu. Discussion forums may be accessed by clicking on the **WEEKLY DISCUSSION BOARD** link in the main course menu.



Throughout the semester, students may be placed in groups to discuss the week's topics. When large classes are divided into smaller groups, the quality of the discussions tends to improve and encourage better participation. Look for the group icon as an identifier when a group activity is planned. UNplanned group activities may also occur during the semester.

Class Participation. Online courses require more of a student than just completing assignments. If the class is to be effective, then you must participate in the discussion forums (also called discussion boards).

When evaluating your course grade, I will base a percentage of your grade on your participation in this course.



If you have a question about the material, post it in the discussion area. Using the discussion forums gives everyone an opportunity to gain knowledge from the question and possibly provide assistance to each other. If someone else posts a question and you know the answer or have a suggestion, feel free to respond. **However, I do insist on RESPECT between students. So when you respond, keep it respectful.**

Individual and Group Forum Participation. Participation includes posting comments, questions, and answers to discussion topics, and responding to other students' postings. Students are expected to contribute meaningful (quality) and respectful comments, while participating in class discussions in an adult and scholarly manner. **Respect for other students will be maintained at all times.** Differences of opinion may be discussed but must be presented in a responsible fashion. Anonymous postings are not allowed, and postings deemed inappropriate by the instructor will be removed from the discussion forum.

Earning Full Credit for Participation Each Week.

*******To receive full credit for participation each week, each student must post on at least two separate days and post a minimum of three times for the entire week PER DISCUSSION FORUM.**

*******PLUS, students' postings must be written at a college-level, relatively free of errors in sentence construction, punctuation, grammar, and unclear statement.**

The first posting **MUST** be submitted correctly by the fifth day of our week, which is SATURDAY. There are a few weeks when students will be asked to post to the discussion topics more often than the required three postings. These discussions will be clearly marked as such.

Students may post more often than the required minimum of three postings. One post must be the student's response to the discussion topics and two posts must be responses to others' postings. These three postings must occur on at least two separate days within the scheduled week. The first posting is due no later than the fifth day of the week; this first posting can be the student's response to the discussion topic OR the student's reply to another student's posting. The next two postings can occur any time during the scheduled week.

For example:

Week Two begins by 9 a.m. on Tuesday, August 31.

The first posting is due by Saturday, September 04, 11:59 p.m. PT.

All postings must be completed by Monday, September 06, 11:59 p.m. PT.

Postings must be academic in nature and consist of more than statements such as "I agree" or "good posting." **No credit** will be given for posting to the discussion boards after the "due date" for postings.

*******As a quick reminder, just remember that your FIRST posting must be completed no later than Saturday evening of each week.*******

Below is the breakdown of points earned for participation in the discussion forums. Note that the points are generally earned for three posts. I will announce when more than three posts are required for the week's participation.

Participation Grading Criteria for Discussion Forums (Forums scored at 30 points OR 15 points)	
First posting due by the fifth day, 11:59 p.m. PT. Week begins on TUESDAY. Fifth day is on SATURDAY.	
If first posting is after the fifth day, OR if less than required number of postings, OR if all postings are on the same day, THEN full points will not be earned.	
Additional points will be deducted for poor writing mechanics and lack of clarity.	
If first post no later than Saturday, 11:59 p.m. PT:	
3 posts = 30 points	3 posts = 15 points
2 posts = 25 points	2 posts = 12 points
1 post = 20 points	1 post = 10 points
If NO post by fifth day or ALL posts on same day:	
3 posts = 20 points	3 posts = 10 points
2 posts = 15 points	2 posts = 8 points
1 post = 10 points	1 post = 6 points

Just in case you have not been introduced to [Netiquette & Communicating In An Online Environment](#), I have it linked. Matt Hightower, professor and former director of [CC Online](#), authored this version. The material is relevant to all of us. Being courteous, listening, and helping one another never goes out of style.

*******NO CREDIT** will be given for posting to discussion sites after the "Due Date for Posting." This would defeat the purpose of learning by dialog when you post to a site that is no longer being accessed. *********

Student Work

As is the case with all classes, the work that you do and submit for a grade **MUST** be your own work. Any class work or assignment that is submitted and is a duplicate of another student's work is cause to reject **BOTH** papers. Simply changing a couple of words to make the papers different is not acceptable. Working in groups and/or with other students is encouraged; just ensure that what you submit is in your own words. I will **NOT** accept the claim that the work performed in the group is exactly what each of you wants to say.

Want to learn more about plagiarism? Visit [AVC's Writing Center](#), located within the Learning Center on campus. Also review the **21st Century Information Fluency Project's** module on plagiarism. This site contains instructional videos, audios, and links to online citation systems for creating formal citations. <http://21cif.imsa.edu/tutorials/micro/mm/plagiarism?86337>

Grading and Make-up Policy



On occasion, life interferes with our plans to complete assignments and exams. If you experience such a conflict, you must contact me as soon as possible.

Dates for assignments and exams are posted at the start of this course, listed in the **Semester Assignments**, so there are no surprises.

- Assignments (e.g. chapter exercises, self-assessments, group reports) submitted after the Date Due will be marked down. When grading your responses, I will be looking at the following:
 - Quality and completeness of the response, e.g., use of concepts, specific examples, and supporting evidence
 - Proper citation of sources using MLA format, when applicable
 - Proper spelling, grammar, punctuation, use of upper and lower case, and proper sentence construction
 - Submitted within the stated timeframe
 - Submitted correctly as stated in each specific assignment
- Discussions - Partial credit only will be earned by students who do not follow the aforementioned posting criteria. NO CREDIT will be given for posting to discussion forums after the "Due Date for Posting."
- Exams - Make-up will be determined on an individual basis.
- Individual organization analysis reports will be marked down one full grade for each 24-hour delay (e.g. "A" paper will receive a "B").

*******No extra credit assignments are available as there are ample opportunities to earn points in this course.*******

*******Late assignments will be accepted up to one week past the due date and will be eligible for up to a maximum of 50 percent credit. Assignments submitted past the late assignments date will receive zero credit.*******

Submitting Homework Assignments and Receiving Feedback

We are fortunate to have a dedicated course management system in Blackboard, which "houses" our online class. When submitting assignments, use the assignment tool that will be available once you enter the individual exercises posted in the **current Assignments For This Week** folder for the week's lessons. Feedback and scores are available through the specific assignment tool (if access is still available) and through the course grades area, **My Grades**. Clean and simple, right?

Prior to submitting your assignments, re-read your responses and correct any unclear sentences, misspellings, errors in grammar, word usage (e.g., their vs. there vs. they're), punctuation, and so on. If I cannot understand what you wrote, you will not be eligible to receive full credit for the assignment. Here are a few suggestions:

- Prepare your responses in a word processing program.
- Use the spell check option in the word processing program.
- Proofread your work out loud, slowly and carefully. DO NOT rely on the spell check or the grammar check.
- Upload and attach your file, and/or copy & paste your responses into the text box

section for the specific assignment.

- Save your work to return to the assignment. Submit your work to send the assignment to the instructor.

Right after you submit your assignment, you will receive a confirmation notice. You will also see an **exclamation point (!) in the My Grades** section for the particular assignment. This means your assignment is waiting to be scored by the instructor.

*****Specific information will be included to guide students in formatting, completing, and submitting their assignments. To earn full points for each assignment, students are required to follow the specific criteria posted for each assignment.*****

E-mailing the Instructor

*****Use your AVC student e-mail address ONLY.

*****Use MGT 101 **__in the subject line__** of every e-mail that is sent to me during the semester.

*****Include your first and last name and the last four digits of your AVC student ID number **__in the body__** of the e-mail. DO NOT include your entire AVC student ID number.

*****DO NOT include your name in the subject line of the e-mail; your name goes **__in the body__** of the e-mail message.

*****Our Blackboard classroom has **Send E-mail capabilities**. If you use the e-mail function through Blackboard, the CRN designator for our class will automatically be entered into the subject line. Remember to also include your first and last name in the BODY of the e-mail message and NOT in the Subject line.



*****DO NOT include your AVC student ID number if the e-mail is also being sent to other students.

If you send an e-mail message to me, enter a descriptive subject line that includes the course name (MGT101) as part of the subject. DO include a relevant subject line. DO NOT include your name in the subject line of the e-mail; your name goes in the body of the e-mail message. By including MGT 101 in the subject line, I will be able to flag your e-mail message immediately. I receive a lot of e-mail each day, and this will help get your message to me.

An example of an e-mail would be the following:

<Example of E-mail Header from Students in MGT 101>

From: "Sally Student" <sstudent@avc.edu>
 To: "Beverly Beyer" <bbeyer@avc.edu>
 Subject: MGT 101 Question About Grade
 Cc:
 Bcc:
 Attached:

<Example of What Should Be Included in the Body of the E-mail>

<Start your e-mail message.>

Dear Mrs. Beyer:

I have a question about...

Thank you,

Sally Student
AVC Student ID Number 1234

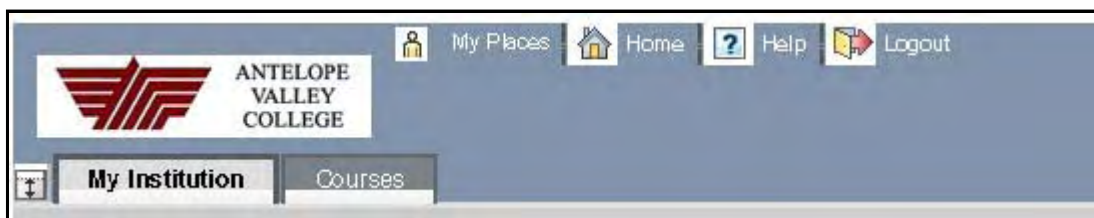
<End your e-mail message with your first and last name and the last four digits **ONLY** of your AVC Student ID number.>

You are always welcome to e-mail me with questions concerning your progress in the class; however, if your question pertains to the information in the book or learning materials, please post the question in the discussion forum and not in an e-mail to me. This reduces duplication of questions and everyone benefits from the answer. Obviously, if you have a personal message, do not post it to the discussion board; rather, send it directly to me.

Internet-Connected Computers and HELP with Blackboard

AVC's Open Lab. AVC has open computer labs with Internet capability that are available to all registered students. These open labs are in the **Business Education Building (located on the third floor)**, and are open Monday through Saturday when the college is also open. If you experience computer and/or e-mail problems at home or at work, please remember that the AVC open computer labs are available for your use.

HELP with Blackboard. If you experience any problems with the Blackboard classroom environment, **DO NOT CALL AVC'S ITS HELP DESK.** The online courses on Blackboard are being serviced by an **outside organization with 24/7 availability.** Access the **HELP button** found at the top of your Blackboard Web site. Below is an illustration showing the buttons found at the top of the Blackboard environment.



*******Computers and Internet access failing at home or at work will not be accepted as an excuse for falling behind in the course.*******

Americans With Disabilities Act

If you have a legally protected disability under the **Americans with Disabilities Act (ADA)** or **California discrimination law**, and you believe you need reasonable accommodation to participate fully in this class, please make an appointment to see me during my private office hours to discuss your need.

Academic Honesty Policy

Students in this course are expected to comply with **AVC's Academic Honesty Policy** (REF: *Guidelines for Student Conduct* in the current [AVC College Catalog](#)).

Violation of the Academic Honesty Policy: Dishonesty, including but not limited to, cheating, or plagiarism. **Plagiarism** – from the Latin word for “kidnap” – involves using another’s work without giving proper credit, whether done accidentally or on purpose. This includes not only words and ideas, but also graphs, artwork, music, maps, statistics, diagrams, scientific data, software, films, videos, and the like.

Plagiarism is plagiarism whether the material is from published or unpublished sources. It does not matter whether ideas are stolen, bought, downloaded from the Internet, or written for the student by someone else – it is still plagiarism. Even if only bits and pieces of other sources are used, or outside sources reworded, they must still be cited. To avoid problems, students should cite any source(s) and check with the instructor before submitting an assignment or project. Students are always responsible for any plagiarism in their work. **An instructor who determines that a student has cheated or plagiarized has the right to give an “F” grade for the assignment or examination.**

Want to learn more about plagiarism? Visit [AVC's Writing Center](#), located within the Learning Center on campus.



(Click on graphic to access the site.)

Also review the **21st Century Information Fluency Project's** module on plagiarism. This site contains instructional videos, audios, and links to online citation systems for creating formal citations.

<http://21cif.imsa.edu/tutorials/micro/mm/plagiarism?86337>

Important Dates

Access AVC's link to review the [important calendar dates](#) as set by the college for the current academic year.