

HARRIS-STOWE STATE UNIVERSITY

[Course Name] Syllabus

[Semester and Year]

Instructor Information

Instructor
[Instructor Name]

Email
[Email address]

Office Location & Hours
[Location, Hours, Days]

General Information

Description

[To replace the placeholder text on this page, just select a line of text and start typing.]

Expectations and Goals

[But don't replace the placeholder text just yet! First check out a few tips to help you quickly format your report. You might be amazed at how easy it is.]

Course Materials

Required Materials

[Need a heading? On the Home tab, in the Styles gallery, just tap the heading style you want.]

- [Notice other styles in that gallery as well, such as for a numbered list, or a bulleted list like this one.]
- [For best results when selecting text to copy or edit, don't include space to the right of the characters in your selection.]

Optional Materials

[Want to add more tables to your document that look like the Course Schedule and Exam Schedule tables that follow? Nothing could be easier. On the Insert tab, just select Table to add a new table and then select the custom formatting you want from the Table Tools Design tab.]

Required Text

[Item Name 1] [Media Type 1], [Author Name 1]

[Item Name 2] [Media Type 2], [Author Name 2]

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Course Schedule

Week	Topic	Reading	Exercises
[Week 1]	[Topic 1]	[Reference 1]	[Exercise 1]
[Week 2]	[Topic 2]	[Reference 2]	[Exercise 2]
[Week 3]	[Topic 3]	[Reference 3]	[Exercise 3]
[Week 4]	[Topic 4]	[Reference 4]	[Exercise 4]

Exam Schedule

Date	Subject
[Date 1]	[Subject 1]
[Date 2]	[Subject 2]
[Date 3]	[Subject 3]

Grading Scale

Total Earned Points	Percentage	Course Grade
93-100	93-100%	A
90-92	90-92%	A-
87-89	87-89%	B+
83-86	83-86%	B
80-82	80-82%	B-
77-79	77-79%	C+
73-76	73-76%	C
70-72	70-72%	C-
67-69	67-69%	D+
63-66	63-66%	D
60-62	60-62%	D-
<59	< 59%	F

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Additional Information and Resources

[Look Great Every Time]

[To replace this placeholder text, just select the line of text and start typing.]

Technology Requirements:

As a student in a virtual/online course, you are expected to have reliable internet access almost every day. Please reach out to your academic advisor or student success network if you need hardware or access to the Internet. If you have computing problems, it is your responsibility to address these through the ITS Helpdesk (HelpDesk@hssu.edu) or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, get help in solving it immediately. At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers ([Apple Safari](#), [Internet Explorer](#), [Google Chrome](#), [Mozilla Firefox](#))
3. Ability to navigate Myhssu (Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. Reliable and stable internet connection.
6. [Adobe Reader](#) or [alternative PDF reader](#) (free)
7. A webcam and/or microphone is **highly recommended**.

For questions or more information, please use the following link to HSSU technical requirements
http://go.hssu.edu/rsp_content.cfm?wid=3&pid=56

Academic Integrity/Plagiarism

We want our learning environment to be honest and fair. The assessments in our course provide you with an opportunity to showcase what you know and learn from what you may not yet have mastered. When you submit work with your name on it, this is a written statement that credit for the work belongs to you alone. If the work was a product of collaboration (such as a group project), each student is expected to clearly acknowledge in writing all persons who contributed to its completion.

Each assignment and exam in our course will include clear guidelines about the rules around each assessment including what materials are appropriate to use. It is always required that the work you submit is your own, uses proper citation, avoids collusion or falsification.

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If you have a question about an assignment, do not hesitate to contact me for clarification. You are responsible for being attentive to and observant of University policies about academic honesty as stated in the [University's Campus Policies](#) and [Code of Student Conduct](#) found in the HSSU Bulletin.

- **Plagiarism, collusion, cheating, and falsification are not acceptable** and will result in failure of an assignment and possible administrative sanctions such as dismissal from the university.
 - **Plagiarism:** representing the ideas or work of another as your own, intentionally or unwittingly, without proper, clear, explicit acknowledgement.
 - **Facilitation/Collusion:** supporting malpractice by another student, for example, allowing your work to be copied.
 - **Duplication of Work:** presenting the same work for a different assessment.
 - **Cheating:** using any unauthorized sources of information (such as previous or existing exams for this course) and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., uploading or using test questions or online homework questions on study sites such as Chegg.com, copying someone else's answers on tests and quizzes, copying/pasting exam or online homework questions from this semester for your peers or publicly in online forums).
 - **Falsification:** any untruth, either verbal or written, in one's academic work including presenting fabricated/made up data or presenting someone else's work as your own. Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports and completing problem sets.

Academic Integrity Statement

- Honesty and integrity are integral components of the academic process. Students are expected to be honest and ethical at all times in your academic pursuits in accordance with Harris Stowe State University's Student Code of Conduct. Academic Dishonesty is deemed a Category 3 offense.
- Academic Integrity includes a commitment to not engage in or tolerate acts of the falsification, misrepresentation or deception. Such acts of dishonesty include but are not limited to, cheating or copying, plagiarizing, submitting another person's work as your own, using Internet sources without proper citation, taking or having another student take your assessment, quiz, or exam, tampering with the work of another student, facilitating other students' acts of academic dishonesty etc.
- As a Category 3 Offense sanctions for breaches in academic integrity may range depending on the level of severity of the offense from an "F" grade of an assignment or test to an "F" in the course. Severe infractions and/or repeat offenses of academic dishonesty may result in more severe disciplinary sanctions up to and including suspension or expulsion.

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Title IX Policies

In adherence to the policies of Title IX and to promote a safe and secure educational environment, it is strongly recommended statements similar to those below be added to your course syllabus:

Mandatory Reporting: Under Title IX, all HSSU faculty, staff, and administrators (with limited exception) are obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals. Note: There are several offices at HSSU (e.g., Counseling Services, Health Services, and Student Social Services) whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication.

Student Resources

Access, Disability and Communication

Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are civil rights laws that offer protection to individuals with disabilities in the United States. The University accommodates students with disabilities in compliance with the laws that are set forth to protect students with disabilities. Further, the University is committed to its moral obligation to serve a diverse student population. The University is dedicated to providing *reasonable accommodations* needed to ensure equal access to educational opportunities for individuals with verified disabilities as well as ensuring the academic integrity of its program and courses. An ADA Coordinator is housed in the Academic Resource Center (ARC) to verify eligibility and coordinate services (as defined by Section 504 of the Rehabilitation Act), while the highest standards of confidentiality are maintained. Students are required to self-identify for services and to provide required documentation. Forms for application process can be found on the ARC website at www.hssu.edu or the ARC ADA office. Applications must be submitted to the ARC ADA office.

Harris-Stowe State University is committed to students with disabilities. All colleges and universities are required under two federal statutes, the Rehabilitation Act and the Americans with Disabilities Act (ADA), to not discriminate against students/persons with disabilities who apply for programs. However, the law against disability discrimination does not require a college or university to unreasonably alter its academic requirements to accommodate a student. Working collaboratively with students' disabilities and faculty, the Academic Support Center provides services to students with disabilities according to their individual needs. The goal is to aid students with disabilities in their educational achievement and success.

Students requiring disability accommodations should come to the office to complete an accommodations request form.

Contact

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[Academic Resource Center \(ARC\)](#)

ADA Coordinator, Disabilities Access Services
Academic Resource Center, Room 013-HGA
Harris-Stowe State University
Phone: 314.340.3650
Fax: 314.340.5130

Academic Support

Visit the Academic Resource Center site to learn more about the services offered for support.

[Academic Resource Center \(ARC\)](#)

Assessment/Grading

Grade Composition: *(List the value of all requirements, assignments and projects, tests and exams, attendance participation relative to the course total. Include a grading scale showing how points earned during the semester will be assigned letter grades.)*

- *Indicate how and whether incremental (plus/minus) grading applies to this course.*
- *Indicate how participation affects semester grades.*
- *Indicate, when applicable, the minimum grade required for degree or certificate programs.*

Feedback and Grading Timeline: *Estimated timeline for returning graded work and/or personalized feedback on assignments. There may be different timelines for different assignment types. For example, "Discussion board grades will be returned, with rubric feedback, within 48 hours of the discussion due date. Other assignments may take longer to grade. You can find grade in the Grades button on myhssu. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric."*

Student Academic Grievance Procedure

The Academic Grievance Procedure is established to review grades contested by students. During the follow-up investigation of the academic grievance, efforts are made to determine whether established grading criteria were applied. The following grievance procedure is to be followed by any student who believes he or she has received an unjustified grade in a course and wants a review of the matter.

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Step 1 - At the Instructor's Level (30 days in the succeeding semester) If a student has an academic grievance, he or she must present a written grievance statement to the instructor 49 which sets forth what did or did not occur, and why the grade received should be reviewed: • Instructor's clerical error.

- The instructor's assignment of the grade was not based on the student's performance in the course
- The instructor's assignment of the grade was the result of standards that were not applied to other students in the course. The instructor is required to respond in writing to the written grievance

Note: If the student is not satisfied with the instructor's written response, he or she may make a second step appeal to the department (Please reach out to your Advisor for next steps).

A final note: this syllabus will be subject to change at the instructor's discretion.

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Effective Written Communication

Name of Reviewer: _____

Student Name: _____ Date: _____

Peer Evaluation for: _____

Objective	Measurable components	Deficient (1...2)	Competent (3...4)	Exemplary (5...6)	Score
Students will be able to engage in effective executive management through their professional written communication skills.	Introduction	Opening not appropriate to message purpose; not concise; no clarity	Opening appropriate to message, clear and concise	Strong opening that is clear and concise and sets the tone for the paper.	
	Content organization	Disorganized; incorrect Format, unclear direction.	Organized; correct Format, clarity of main points.	Clear and correct formatting and development of main points.	
	Content relevance and depth	Incorrect; irrelevant; no concrete (supporting) evidence.	Relevant and correct with concrete (supporting) evidence.	Relevant; correct, complete, incorporates innovative insights.	
	Conclusion	Missing or content does not support conclusion.	Supports content; contains summary statement.	Clear; complete; strong conclusion that is compelling.	
	Grammatical and spelling Accuracy	Numerous errors in grammar and spelling.	Minimal errors in grammar and spelling but does not detract from	No errors in grammar and spelling.	
	APA Style Adherence	Numerous errors in APA Style (not citing sources correctly, formatting issues,	Minimal errors in APA Style but does not detract from	No errors in APA Style.	

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RUBRIC FOR ASSESSMENT OF PRESENTATION SKILLS

Name of Reviewer: _____

Student Name: _____ Date: _____

Peer Evaluation for: _____

OBJECTIVE	TRAIT	DEFICIENT (1...2)	COMPETENT (3...4)	EXEMPLARY (5...6)	SCORE
Students can demonstrate mastery of communication technology	Use of Media	Lack of/or misuse of media detracts from the presentation objective	Use of media supports and contributes to the presentation	Use of media supports, clarifies and reinforces the presentation objective	
	Quality of Slides	Misuse (not enough or too much) of colors, animations and fonts	Use of colors, animations, fonts supports the presentation objective	Use of colors, animations, fonts supports, clarifies and reinforces the presentation objective	
Students can develop and deliver a compelling oral presentation grounded in relevant information and facts	Opening statement	Missing opening statement or statement does not introduce	Clear opening statement introduces topic	Clear opening statement introduces topic, captures audience attention and sets tone for	
	Organization	Presentation is disorganized and/or not well sequenced	Presentation is organized and well sequenced with transitions. It previews and covers main points	Presentation is organized and well sequenced with smooth transitions. It previews, covers, and develops main points	
	Content	Content is irrelevant or incorrect with no supporting evidence	Content is relevant and correct with supporting evidence	Content is relevant and correct with supporting evidence, and incorporates innovative insights	
	Conclusion	Conclusion missing or content does not support the conclusion	Conclusion is supported by content and contains a review of key points	Conclusion is supported by content, contains a review of key points, and stimulates further inquiry with closing thought	
	Timing	Presentation is too short resulting in insufficient coverage	Utilizes allotted time to provide sufficient coverage of material	Utilizes allotted time to provide sufficient coverage of material in a well-paced manner	

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Students can deliver a compelling oral presentation with clarity and appropriate poise	Clarity of Speech	Inaudible or confusing, with a lack of fluency and predominant use of sloppy	Sufficient volume, understandable, avoids sloppy speech patterns	Modulates volume to hold audience attention. Is clear, articulate, fluent	
	Engages Audience	Avoids eye contact, reads from slides or	Establishes eye contact and	Engages audience	
	Appearance	Unprofessional or distracting appearance	Clean and well-groomed appearance, business casual attire	Professional attire	

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RUBRIC FOR ASSESSMENT OF ETHICS

Name of Reviewer: _____

Student Name: _____ Date: _____

Peer Evaluation for: _____

Objective	Trait	Deficient (1)	Competent (2)	Exemplary (3)	Score
Students can recognize the ethical issues implicit in a business situation	- Identification of issues - Statement of root cause of issues	Student evaluates the case simply by reiterating the language of the questions he/she is asked	Student exhibits an understanding and grasp of the ethical and moral concepts when stating an issue	Student exhibits and understanding and grasp of ethical and moral concepts and identifies issues effectively	
Students can describe and use ethical frameworks, principals, laws, etc. applicable to business situations	- Accuracy and use of appropriate frameworks, principals, laws, legal considerations, etc.	Student cites and uses little or no theory to identify the moral/ethical issues	Student cites and more or less accurately uses some moral theories to identify one or two issues	Student accurately cites and uses several moral theories to identify issues	
Students can develop viable ethical alternatives for resolving or at least addressing, a problem in business	- Identify different ethical alternatives - Evaluate ethical alternatives	Student makes little or no creative suggestions for addressing the issues posed by the case or the service learning experience	Student generates some creative suggestions for addressing the issues posed by the case or the service learning experience	Student generates many relevant creative suggestions for addressing the issues posed by the case or the service learning experience	

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RUBRIC FOR ASSESSMENT OF LEADERSHIP

Name of Reviewer: _____

Student Name: _____ Date: _____

Peer Evaluation for: _____

Objective	Trait	Deficient (1...2)	Competent (3...4)	Exemplary (5...6)	Score
Students can demonstrate effective leadership skills in a group project	Motivation: Student motivates team members to contribute to the accomplishment of team goals	Student fails to motivate team members to contribute to the accomplishment of team goals.	Student motivates team members to contribute to the accomplishment of team goals.	Student motivates team members to contribute to the accomplishment of team goals and inspires team members to surpass expectations.	
	Delegation: Student assigns tasks and responsibilities to other members	Student does the majority of the work or assigns all the work to others.	Student assigns tasks among members fairly and expects members to fulfill them.	Student bases assignments on skills of members and helps when members encounter difficulties.	
	Conflict Resolution: Student helps to find solutions to interpersonal conflict between group members.	Student ignores interpersonal conflict or contributes to the problem by a lack of objectivity or fairness.	Student helps to resolve interpersonal conflicts in a reasonable way.	Student uses mediation and consultation to help members see other points of view. Student uses initial conflict as a way of generating new thought or strategies.	

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Rubrics for Assessment of Student Learning Outcomes Integrated Business Knowledge and Decision Making Skills

EVALUATION RUBRIC FOR CASE COMPETITION						
	Weight %	Deficient (1...2)	Competent (3..4)	Exemplary (5..6)	Score (1..6)	Weighted Score
OPENING STATEMENT • Introduction • Team Members • Topics - Agenda	10	Missing opening statement or statement does not introduce topic nor team members	Opening statement introduces topic and team members	Clear opening statement introduces topic and team members, captures audience attention, and sets tone for presentation with clear agenda	6	0.3
COMPANY BACKGROUND & CURRENT STRATEGY • History • Values-Vision-Mission Statements • Product/Service Line • Unique Value Proposition • Competitive Strategy - Differentiation or Cost (Five Generic Strategies) • Financial and Strategic Goal and Objectives (Performance Targets) • Senior Leadership & Organization Structure	10	Sketchy and/or disconnected information of the company	Provides a good understanding of the company and its current strategy	Excellent overview of company background and its current strategy with helpful details	6	0.6
STRATEGIC ASSESSMENT - EXTERNAL (OPPORTUNITIES AND THREATS) • PESTEL Analysis (Political, Economic, Sociocultural, Technological, Environmental, Legal Factors) • Porter Five Forces - (Competitors, Suppliers, Buyers, Substitute Products, New Entrants) • Industry Dynamics and Driving Forces: Growth Rate, Globalization, Technological Change & Innovation, Risk, Regulatory/Policy Changes, Lifestyles Changes, Shifts in buyer demographics, Emerging New Internet Capabilities, Changes in Cost and Efficiency • Strategic Group Maps Assess the Market Position of Key Competitors • Porter's Framework for Competitor Analysis (Current Strategy, Strategic and Performance Objectives, Resources and Capabilities, Assumptions) • Key Success Factors (2 to 5) Product/Service Attributes,	20	Sketchy analysis of PESTEL, five forces, industry dynamics, and competitors	Provides a fairly complete assessment of PESTEL, five forces, industry dynamics with driving forces, and competitors; and identifies industry's key success factors and outlook for profitability	Provides excellent analysis of external environment with many applications of strategic tools and concepts, plus clear summary of industry key success factors and growth/profitability of industry and current position of company in industry	6	1.2

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Essential Resources and Capabilities • Industry Outlook for Profitability						
STRATEGIC ASSESSMENT - INTERNAL (STRENGTH AND WEAKNESS) • Competitive Resources, Capabilities (VRIN test and Dynamic Capability), Core Competencies • Product Design, R&D, Technology • Supply Chain Management • Production, Sales, Marketing, Distribution • Information Technology & HRM • Financial Analysis • Special Issue Identification: Ethical, CSR, and Sustainability	10	Sketchy and/or disconnected strategic assessment of the company, poor identification of strategic issues and problems Poor financial analysis	Identifies organizational strengths and weaknesses with support, detailed, well explained financial analysis in a fairly organized manner. Issues related to ethics, CSR and/or sustainability have been introduced and partly addressed.	Analysis offers a clear picture of the resources and capabilities of the organization, solid financial analysis, and any relevant issues related to sustainability and/or ethical issues have been addressed	6	1.2
SWOT TABLE AND SUMMARY OF MAJOR ISSUES	5	Sketchy SWOT analysis and poor identification of strategic issues and problems	Provides good SWOT analysis and identifies pertinent issues with good logical reasoning and evidence	Provides excellent SWOT analysis and identification of major strategic issues facing the company with solid reasoning and advice	6	0.3
STRATEGIC RECOMMENDATION Recommendation To Strengthen Competitive Position (May use SOAR framework) • Product/service offerings • Offensive/Defensive Strategies and Timing of Strategic Moves • Scope of Operations: Horizontal Merger & Acquisition, Vertical Integration, Outsourcing, Strategic Alliance and Partnership • Strategies for International Market (Global, Transnational, Multi-domestic), Exchange Rate, Risks, Value Chain Activities Locations • Strategies for Ethics, CSR, and/or Environmental Sustainability* • Blue Ocean Strategy* • Business Model Innovation for Emerging Markets* *: If appropriate based on strategic assessment	10	Sketchy and/or disconnected strategic recommendation	Makes sound strategic recommendations that align with strategic assessment	Makes unique, creative, and specific recommendations that align with strategic assessment	6	0.6
PRESENTATION: QUALITY OF SLIDES, TIMING, AND ENGAGEMENT	10	Misuse (not enough or too much) of colors, graphics, and space that detracts from the presentation Presentation is too short resulting in insufficient coverage of material or is too long. No audience engagement.	Good use of colors, graphics, and space Uses allotted time to provide sufficient coverage of material and limited engagement of audience in Q&A	Very Professional: excellent use of colors, graphics, and space Uses allotted time to provide thorough coverage of material and	6	0.6

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				engages audience in Q&A		
COMMUNICATION & DISTRIBUTION OF PRESENTATION: CLARITY OF SPEECH AND ROLES	10	Hard to understand presenters and not equal distribution of presenters	Easy to understand presenters, good volume, avoids sloppy speech patterns	Presenters roles are equally distributed and strong presentation skills (articulate)	6	0.6
TOTAL	100					6

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Online Discussions Rubric

Required Elements					
	EXCELLENT (4)	GOOD (3-2)	FAIR (1)	POOR (0)	
Relevance of Post	Posting thoroughly answers the discussion prompts and demonstrates understanding of material with well-developed ideas. Posting integrates assigned content and makes strong connections to practice.	Posting addresses most of the prompt(s) and demonstrates mild understanding of material with well-developed ideas. Posting references assigned content and may not make connections to practice.	Posting fails to address all components of the prompt. Makes short or irrelevant remarks. Posting lacks connection to practice.	No posting.	
	EXCELLENT (3)	GOOD (2)	FAIR (1)	POOR (0)	
Quality of Post	Appropriate comments: thoughtful, reflective, and respectful of other's postings.	Appropriate comments and responds respectfully to other's postings.	Responds, but with minimum effort. (e.g. "I agree with Bill")	No posting.	
Contribution to the Learning Community	Post meaningful questions to the community; attempts to motivate the group discussion; presents creative approaches to topic.	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely.	Minimum effort is made to participate in learning community as it develops.	No feedback provided to fellow student(s).	
	EXCELLENT (2)	GOOD (1)	FAIR (.5)	POOR (0)	
Mechanics	Writing is free of grammatical, spelling, or punctuation errors.	Writing includes less than 5 grammatical, spelling, or punctuation errors.	Writing includes 4-5 grammatical, spelling, or punctuation errors.	Writing contains more than 5 grammatical, spelling or punctuation errors.	
				Total	___/12

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Please complete this page and remove it from the syllabus and give it to the course instructor.

Student Profile (Print legibly):

Name: _____

Address: _____

City/State/Zip: _____

Faculty Advisor: _____

Home Phone: _____

Cell phone: _____

Emails address _____

Acknowledgement of the Receipt of Course Syllabus

I have received a copy of the course syllabus for XXX for the XXX semester. I further acknowledge that the contents of this syllabus have been discussed in class, and I understand its contents and what is required of me as a student in this class. If I have any questions regarding class requirements, I will discuss them with the instructor.

Student's Signature: _____

Date: _____

Printed Name: _____