

HENRY FORD COMMUNITY COLLEGE
SYLLABUS FOR MANAGEMENT 230 – ONLINE
FALL 2010

COURSE NUMBER: MANAGEMENT 230

COURSE TITLE: PRINCIPLES OF MANAGEMENT

INSTRUCTOR: Corinne S. Asher, CPA, MBA

OFFICE LOCATION: L 325

OFFICE HOURS: See explanation below

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[ALL EMAILS WILL BE RETURNED WITHIN 36 HOURS OF RECEIPT DURING THE WEEK AND WITHIN 3 DAYS IF EMAILED ON FRIDAY, SATURDAY, OR SUNDAY.](#)

TEXTBOOK(S): **TEXTBOOK(S):** Management, a practical introduction. Kinicki & Williams, Fourth Edition, McGraw-Hill Irwin, 2009. ISBN: 978-0-07-338148-0.

CATALOG DESCRIPTION:

A study of the functions, principles, and philosophy of modern management, as well as the nature and structure of organizations. Brief consideration also is given to recent developments in corporate decision making and styles of managerial leadership.

GOAL STATEMENT:

Students will acquire knowledge and extend their analytical and problem solving skills relative to current business management theory and practice. Students will individually and in groups demonstrate orally and in writing their understanding of planning, organizing, empowering, changing, and controlling organizations. They will be exposed to current problems in business ethics and business practice in a global economy.

MEASURABLE OBJECTIVES:

Define the four functions of management.

Explain the impact of the external environment and its impact on the annual business plan cycle.

Discuss the steps in individual decision-making.

Explain the proper use of group-decision making.

Define and discuss the varying corporate levels and their roles in the planning process.

Discuss the keys to effective strategy implementation.

Discuss the role and importance of ethics in managerial decision-making.

Identify and describe the skills and strategies required to manage effectively in a foreign country.

Explain the process of starting a new venture including the ingredients of a good business plan.

Discuss the process by which organizations change their structure to become more effective and efficient.

Explain the importance of corporate responsiveness.

Explain the role of human resources management.

Discuss the role and importance of diversity within an organization.
 Define leadership and the different styles of leadership.
 Explain the difference between management/supervision and leadership.
 Discuss the process of developing leaders.
 Discuss motivational theory and its application in an organization.
 Discuss the steps in forming and motivating a team.
 Define the various forms of communication. Discuss the advantages and disadvantages of each.
 Discuss the purpose of controls.
 Describe the types of managerial controls that can be utilized.
 Discuss the role of technology in today's business environment and the management of technological change.
 Discuss continuous learning including the steps required to develop it as a strategic objective.

GRADING STANDARDS & PRACTICES:

Type of Performance: Final grades are based on exams, Critical Thinking Exercises, and Discussion Board Postings.

Note: Final grades will be determined based on the following weight:

	POINTS	PERCENT
Exams (3 @ 100 points)	300	30%
Critical Thinking Exercises (15 @ 30 points)	450	45%
Discussion Board Postings:		
Introduction and Student Union (2 @ 15 points)	30	3%
Weekly Chapter Postings –		
15 weeks initial posting (15 @ 5 points)	75	7.5%
30 THOUGHTFUL responses		
To fellow student postings: 30 @ 5 points)	<u>150</u>	<u>15%</u>
 Total	 <u>1005</u>	 <u>100.5%</u>

Make-Ups and Rewrites: All units are available for 1 week. The instructor cannot extend the period for any one student.

Rewrites - No “do-overs” are allowed.

Extra Credit - There is no opportunity to earn extra credit, because there is plenty of opportunity to earn credit.

Grading Scale:

A = 94 - 100 B = 84 - 86 C = 74 - 76 D = 64 - 66
 A- = 90 - 93 B- = 80 - 83 C- = 70 - 73 D- = 60 - 63
 B+ = 87 - 89 C+ = 77 - 79 D+ = 67 - 69 E = <60

DESCRIPTION OF ASSIGNMENTS

Exams – There will be 3 tests throughout the term – each covering 1/3 of the class material per the schedule. Testing consists of multiple choice questions. The test is timed and is only available for the week indicated in the class schedule. Once you have begun the exam you only have 1 hour and 30 minutes to complete it.

Critical Thinking Exercises – Every week you are expected to read the assigned chapter(s) and answer the questions identified for the Critical Thinking Exercise. There is an online form on which to submit your thoughtful and well written response. Grading will be determined based on the quality and depth of the student’s answer. Please keep in mind that quality answers require at least 1,000 words (or about one page) to answer the questions.

Discussion Board Postings:

A. Introduction – Per the example started by your instructor, students are expected to submit a posting. Just as in the face to face class, I ask students to share with us what you are “passionate” about. This is **NOT** a “Persuasion Speech” – it is just a nice way to get to know a bit about each other.

B. Student Union – In a face to face class, there would be informal chit-chat before the class starts and after it ends. Human beings are social creatures, we like to connect – chat about what we did on break, movies we have seen, the weather, what other classes we have enjoyed, etc. So, I would like to provide you with this same opportunity. Posting 1 time earns you the 1.5% of the total points specified above. If you would prefer not to participate, simply post “Hi” one time and I will award you the points. No matter how many times you choose to participate, you only earn points for your first posting!

C. Weekly Discussion Board Chapter Postings – There is a weekly discussion board posting required. The question relates to something in the chapter, or something related to the chapter. (Could also be an ethics question.) Up to 5 points can be earned for your initial thoughtful and well written posting. Up to 10 points can be earned for BOTH (2 postings at 5 points each) of your thoughtful and well written responses to someone else’s posting. All three postings must be at least 5 sentences long, must say something different, and must contribute value to the discussion.

PACKETS

Packets are readings, activities, and assignments for a particular week. You will be able to access a course packet every Tuesday morning at 9:00AM. The packet will provide details regarding the readings required for that particular week as well as specifics for the activities and/or assignments that are due for that week. All of the activities and assignments from that packet will be due the following Tuesday at 9:00AM.

PARTICIPATION AND DROP POLICY

Students are expected to complete all weekly assignments and activities contained within this course. Penalties may be imposed, at the discretion of the individual instructor, whenever the quality of the student’s work has been affected by non-participation and non-completion of course assignments and activities.

Drop Policy

The official college policy for a “no record” drop is September 8, by 4 pm EST. The last day to withdraw from courses is November 11.

Tuition Refunds

Refunds on tuition and fees (except registration fees) may be obtained on all classes of eight-week duration officially dropped according to the following schedule:

100% if dropped by September 1.

50% if dropped by September 8.

Details may be obtained in the Office of the Registrar. Students receiving federal financial aid may have additional refund options available to them. They should review the brochure Financial Aid Information Guide and Consumer Information Supplement, available in the Financial Aid Office.

ONLINE CONDUCT BEHAVIOR

A. Students at HFCC are expected to show respect for order, law, the personal rights of others, and the educational mission of the College, as well as to maintain standards of personal integrity.

B. Students working online will be held to the same behavioral standards as students in traditional classrooms. Please be aware that I will be observing your threaded discussions with each other, and I will review those discussions, commenting where appropriate with the goal of helping you to better understand the course content. Specifically, you should adhere to the following guidelines:

Personal correspondence should be conducted elsewhere.

Treat and respect others as you would like to be treated.

“Flaming”, an angry series of words or comments used to personally attack others who may disagree with you, is not permitted. Any occurrence will result in the loss of points and possible removal from this class.

Take time to review the tone, language, word choice, spelling, and grammar of any written correspondence prior to sending it. You will be judged by the quality of your work.

HFCC’s computer use policy is in effect. It can be found at <http://www2.hfcc.edu/resources/policy.htm>.

Please note; it is expected that online students will be completing their assignments independently. Any violation of HFCC’s Academic Dishonesty Policy or any evidence of collaboration with other students may result in failure of this course (with academic dishonesty as the reason identified on the student’s transcript). At a minimum, academic dishonesty will result in a “0” grade on specific assignments, and/or the reduction of a student’s final grade by one whole letter grade.

POLICY ON ACADEMIC DISHONESTY (Cheating)

Henry Ford Community College considers academic dishonesty to be a serious offense. It is the policy of the College that determination of and appropriate action in respect to academic dishonesty by a student shall be a matter of individual judgment by the instructor. The instructor may administer a penalty up to and including failure in the particular course. It is the professional obligation of the faculty to enforce academic integrity in their courses. Academic dishonesty is any activity intended to improve a student's grade fraudulently. It includes, but is not limited to, the following:

1. Unauthorized acquisition of tests or alteration of grades (such as the stealing of tests, test keys, or grade books from faculty offices or elsewhere, or the purchasing of tests or grade books);
2. Unauthorized use of notes, books, or other prohibited materials during an examination;
3. Open cheating on an examination (such as copying from another student's paper);
4. Permitting another person to take a test in the student's place or receiving unauthorized assistance with any work for which academic credit is received;
5. Providing unauthorized assistance with any work for which academic credit is received;
6. Revision of graded work in an attempt to receive additional credit fraudulently;
7. Plagiarism (using another person's work without acknowledgment);
8. Any other conduct intended to obtain academic credit fraudulently or dishonestly. If an instructor fails a student in a course for academic dishonesty, the instructor must immediately notify in writing the student and the registrar of the infraction, retaining copies of both notifications.

The registrar maintains a record of all such violations. If a student fails two classes as a result of academic dishonesty, he or she is dismissed from the College for two academic years. In addition, a notation of the reason for academic dismissal is placed on the student's transcript. The notation may be expunged at the discretion of the appropriate vice president if the student petitions for its removal after at least two years have elapsed since the disciplinary action. If a student believes that the accusation is false, he or she may appeal through the Student Complaint Procedure. If the appeal reaches the Student Complaint Board, the Board may consider only whether the charge is justified. The Board may not set aside or change the penalty given by the instructor unless the charge of academic dishonesty is set aside.

At the end of this syllabus is a five page document explaining plagiarism and providing examples in case students are not sure what constitutes plagiarism.

STUDENT SUPPORT SERVICES

Instructional Technology

If you require assistance accessing UCompass Educator courses, please contact Instructional Technology at 313.845.9663, ext. 3, 4, or 5 or via e-mail at signorelli@hfcc.edu, kolin@hfcc.edu, or drinaldi@hfcc.edu. Instructional Technology is located on the lower level of the Learning Technology Center (same building as Campus Safety), room A-004.

Media Center

Located on the second floor of the Library, the Media Center is an open access computer lab where students can go to work on computer assignments, access the internet, and/or check their e-mail. For more information, you may contact the Media Center at 313.845.6386. For more information regarding Library Services, you may phone 313.845.9606.

Assisted Learning Services

The Assisted Learning Services Program is designed to assist physically challenged, learning disabled, or academically disadvantaged students at Henry Ford Community College to overcome barriers to education through supportive services. In addition, the Assisted Learning Services Department also provides tutoring services to the general student population. Assisted Learning Services is located in the LRC (Learning Resources Center), north side (parking lot side) main level. For more information, you may contact the office at 313.845.9617 or for the hearing impaired 313.845.9804.

Learning Lab

Located on the second floor of the Learning Resource Center, the Learning Lab assists HFCC students with identifying and improving the skills needed for success in the areas of Reading, Writing, and Math.

Although operation hours may slightly vary each semester, generally, the Learning Lab is open Tuesday, Tuesday, Wednesday, Thursday, from 7:30 a.m. – 8:40 p.m., on Friday from 7:30 a.m. – 4:30 p.m., and Saturday from 9:40 a.m. – 1:40 p.m. For more information, contact the Learning Lab at 313.845.9643.

The following explanation of plagiarism and accompanying examples are part of the honor code for the History Department of the College of Idaho. Henry Ford Community College has been given explicit permission to reproduce the following pages by Dr. Mark Smith, Vice President for Academic Affairs, College of Idaho. The following five pages can be found at the following website address:

<http://www.collegeofidaho.edu/academics/history/courses/plagiarismexamples.htm>

Plagiarism: definitions and examples

While not every imaginable mistake of plagiarism can be covered below, these definitions and examples may help you clarify precisely what plagiarism is. Briefly and generally defined, plagiarism can take three different forms:

- 1) Plagiarism: Quoting words directly or using the ideas or facts presented by another without citation. Two further notes are relevant here:
 - a. Citation involves using footnotes, endnotes, or parenthetical citation *at the point of usage of source material* in the paper. So, putting a reference to your source in a bibliography alone is insufficient citation for quotations or borrowed ideas and information.
 - b. Acknowledging the source of facts is necessary when these facts do not constitute “*general knowledge*.” General knowledge does NOT have to be cited. It is made up of facts that can be found in any number of general sources (usually at least three such sources, such as encyclopedias). For example, the date of the St. Bartholomew’s Day Massacre, Frederick Jackson Turner’s frontier thesis, and the name of the final Chinese imperial dynasty (Qing) are general knowledge. Facts or theories that exist in only a few sources or that are new or contested need to be cited.
- 2) Plagiarism: Quoting words directly without putting them in quotation marks. This applies not only to full sentences, but also to characteristic phrases of two to three words or even single words when particularly distinctive.
- 3) Plagiarism: Paraphrasing your source’s words too closely. Alternatively, using the words and/or sentence structure of your source without putting them into your own words. Note: this is often the most common form of plagiarism and the most difficult to control. For a better sense of this form of plagiarism, and others, see the examples below.

Examples of obvious plagiarism:

- 1) Plagiarism: A student purchases, steals or otherwise acquires an entire paper from another student or another second party and turns the material in as her or his own work.
- 2) Plagiarism: A student copies passages from another student's paper, or uses the structure, ideas or words of another student's work, past or present. In this case, a student who knowingly allows such use of his or her work is also a plagiarist.
- 3) Plagiarism: A student copies entire paragraphs, sentences, or long, characteristic phrases from an on-line encyclopedia or other electronic or paper source and inserts/pastes them into the body of his or her own paper without quotation marks and/or citation.
- 4) Plagiarism: A student draws specialized information from a secondary source, information that is not definable as general knowledge, inserts it in a paper, and does not cite, or incompletely cites, the source.

Less obvious, but still plagiarism:

- 1) Plagiarism: A student acquires specific information from her or his textbook, the preface to a primary source, an encyclopedia, or any other more general source, synthesizes it as background material in a paper, and does not cite the source of the information.
- 2) Plagiarism: A student acquires ideas or specific information from an outside source, cites the material, but inadequately paraphrases the material, thus failing to put it into her or his own words. :

A few (hopefully) useful examples (all examples conform to MLA parenthetical citation form):

Case #1: Original source:

“In comparison with Byzantium or the caliphate, Europe west of the Elbe was for centuries after the Roman collapse an almost insignificant backwater. Its inhabitants felt themselves a beleaguered remnant and in a sense so they were.” J.M. Roberts, History of the World, p.312.

1A) Obviously, simply copying the passage into a paper without quotation marks or citation is **plagiarism**:

1B) This is also plagiarism: (no quotation marks or citation):

Europe west of the Elbe was for centuries an almost insignificant backwater, its inhabitants feeling themselves a harassed remnant.

1C) Still plagiarism (quotation marks omitted):

According to J.M. Roberts Europe west of the Elbe was for centuries after the Roman collapse an almost insignificant backwater because its inhabitants felt themselves a beleaguered remnant (312).

1D) Still plagiarism (inappropriate borrowing of phrases and words):

Western Europe remained an almost insignificant backwater long after Rome collapsed, its people feeling themselves a besieged remnant (Roberts 312).

1E) Still plagiarism (inappropriate borrowing of sentence structure/close synonyms):

Compared to Byzantium or the lands of the Islamic caliph, Europe west of the Germanic tribal lands was for many hundreds of years following the Roman disintegration a nearly irrelevant backwoods. Its people believed themselves a harassed vestige and in many ways that is just what they were (Roberts 312).

1F) Acceptable quotation (although not recommended: this is poor, unoriginal style):

According to J.M. Roberts “Europe west of the Elbe was for centuries after the Roman collapse an almost insignificant backwater” because “its inhabitants felt themselves a beleaguered remnant” (312).

1G) Acceptable weaving of short quoted phrases with paraphrase

After the disintegration of the Roman Empire, the people of Western Europe developed a sense that they were “a beleaguered remnant,” for when set against the Byzantine Empire or the Islamic world, they could sense that they had come to live in an “insignificant backwater” (Roberts 312)

1H) Acceptable paraphrase:

After the disintegration of the Roman Empire, the people of Western Europe developed a sense that they were besieged and outnumbered, for when set against the Byzantine Empire or the Islamic world, their isolation and lack of influence, power or sophistication was obvious (Roberts 312).

Case #2: Original source:

“In many ways this period of capitalist-communist alliance against fascism – essentially the 1930s and 1940s – forms the hinge of twentieth-century history and its decisive moment. In many ways it is a moment of historical paradox in the relations of capitalism and communism, placed, for most of the century – except for the brief period of antifascism – in a posture of irreconcilable antagonism.” Eric Hobsbawm, The Age of Extremes, p.7.

2A) Obviously, simply copying the passage into a paper without quotation marks or citation is **plagiarism**:

2B) This is **also plagiarism**: (quotation marks omitted):

The period of capitalist-communist alliance against fascism in the 1930s and 1940s is the pivotal and decisive era in the twentieth-century because of the paradox that the relations of capitalism and communism were, for the rest of the century, those of irreconcilable difference (Hobsbawm 7).

2C) Still plagiarism (inappropriate borrowing of phrases and words):

The period of capitalist-communist alliance against fascism was pivotal to the history of the twentieth-century history because the paradox of the 1920s and 1930s was that during the rest of the century capitalism and communism assumed the posture of irreconcilable adversaries (Hobsbawm, 7).

2D) Still plagiarism (inappropriate borrowing of sentence structure/close synonyms):

In several respects the time of coalition between the communist and capitalist powers to oppose the fascists – or the two decades beginning in the 1930s – is the axis around which the history of the twentieth century revolves and is its decisive era. In several respects it is a time of contradiction in the relationship between communism and capitalism which for most of the twentieth century, except when fighting fascism, were diametrically opposed adversaries (Hobsbawm 7).

2E) Acceptable weaving of short quoted phrases with paraphrase

Eric Hobsbawm argues that the two decades of antifascist coalition between the communist powers and the capitalist west are the “decisive moment” of the twentieth century, for paradoxically in all other times besides the twenty year period ending in the 1940s they assumed “a posture of irreconcilable antagonism” (7).

2F) Acceptable paraphrase:

The great paradox of the twentieth century resides in the roughly twenty years of antifascist coalition between the communist powers and the capitalist west. These years were central to the history of the century because after about 1950, as before the mid-1930s, these two forces were unflinchingly opposed to each other (Hobsbawm 7).

Case #3: Original source:

“What is the significance of these statistics? The most obvious and, at the same time, the most striking fact they reveal is that in a period of twelve years the current circulation of the *Edinburgh Review* (i.e. the first printing) increased nearly twentyfold, from seven hundred and fifty to 13,000 copies. To put this figure in perspective, it may be recalled that the circulation of *The Times* in 1816 was only 8,000 copies daily.” John Clive, Scotch Reviewers: The Edinburgh Review, 1802-1815, p.135.

3A) Plagiarism (failure to cite the source of facts)

The *Edinburgh Review* was one of the most popular and influential periodicals in Britain during the Napoleonic Wars, with a circulation comparable to that of *The Times* of London.

3B) Acceptable citation of facts:

The *Edinburgh Review* was one of the most popular and influential periodicals in Britain during the Napoleonic Wars, with a circulation comparable to that of *The Times* of London (Clive 135).

For more examples and information on plagiarism, other resources are available on the World Wide Web. See for example, <http://www.hamilton.edu/writing/sources.html> In addition, you may use other commonly available writing guides to assist with identifying plagiarism, such as Diana Hacker, A Pocket Style Manual or her Rules for Writers.

Works cited

Clive, John. Scotch Reviewers: The Edinburgh Review, 1802-1815. London: Faber and Faber, 1957.

Hobsbawm, Eric. The Age of Extremes: A History of the World, 1914-1991. New York: Pantheon, 1994.

Roberts, J.M. History of the World. New York: Oxford University Press, 1993.