

Management
Course Number: 33:620:304
Course Title: Business Fundamentals

COURSE DESCRIPTION

Business Fundamentals is an introductory course for students enrolled in the Mason Gross School of Arts to establish a base of knowledge of the business world, with a focus on real-world application of this knowledge to create and run a new business. Students will learn to interpret the general business environment, make use of business tools such as Excel, and understand the basic concepts of entrepreneurship, marketing, strategy, and finance to be able to compete within their chosen industry.

COURSE MATERIALS

There is one ONLINE textbook required for this course:

Fundamentals of Business, fourth edition; Poff, R.; Skripak, S., (2023); Pamplin College of Business in association with Virginia Tech Publishing. Available online at:
<https://pressbooks.lib.vt.edu/fundamentalsofbusiness4e/>

Although I have not used this textbook previously, it appears to have most of the elements I would consider necessary for an introductory business textbook. And better yet, **it is an open license, meaning there is no cost to you!** The link above should be for the “online, interactive, accessible version of this textbook” – although if it is more convenient for you to download the entire textbook in pdf format, there is an option for you to do that as well (just browse around to find it). I am hopeful that this textbook will serve our purposes. I will also use many of my own slides, from which I often derive quiz/exam questions, so I expect you to study those in conjunction with the textbook.

In addition to the required course materials, students should have access to a personal computer with a camera (to participate in our Zoom classes), along with access to Microsoft Word, Excel, and PowerPoint.

LEARNING GOALS AND OBJECTIVES

The major learning goals of this course are:

- (1) Business Knowledge and Skills:
Students will demonstrate the acquisition of fundamental skills in economic and financial literacy, data analysis software such as Excel, and management/teamwork.
- (2) Practical Application:
Students will demonstrate their ability to apply those skills within subfields of arts management and leadership that align with their interests and goals.
- (3) Leadership and Management:
Students will demonstrate an understanding of how arts managers and leaders support the work of artists and public engagement with the arts.

Students develop these skills and knowledge through the following course activities and assignments:

- (1) Lectures & discussions:
Besides delivering basic concepts and terminology of Business Fundamentals, lectures and discussions will illustrate the practical application of this knowledge by highlighting current issues faced by managers and the solutions they can implement. Discussions provide an opportunity to hone your oral communication skills.
- (2) Written Assignments:
Homework assignments will allow students to reinforce the concepts discussed during lectures and hone their practical application of these with real-life examples.
- (3) Research Project:
The research project allows your team to choose a hypothetical creative business to run, and then apply the business concepts and tools from this course to make it successful. Elements of the project will include the business's financing, strategy, and financials, among other aspects. Clear, concise, convincing and persuasive oral and written business communication will be further gained through the presentation and writing of a final project.

PREREQUISITES

Business Fundamentals is open only to Mason Gross School of the Arts students. Please see the Course Catalog for the exact course prerequisites.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>). I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor

Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” [I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work.] Don’t let cheating or plagiarism destroy your hard-earned opportunity to learn and advance. See business.rutgers.edu/ai for more details.

You do not have permission to distribute my course materials to any other person or republish any of my content to a third-party platform like Course Hero, Quizlet, etc.

Guidance on the use of AI at Rutgers

As noted in [Rutgers Academic Integrity Policy 10.2.13](#), the principles of academic integrity require that students make sure that all submitted coursework be “the student’s own and created without the aid of impermissible technologies, materials, or collaborations.

CLASS POLICIES

You are expected to attend all class sessions. If you miss a class, it is your responsibility to find out from classmates what materials were covered, what assignments are due, and what (if any) handouts were distributed in class.

Professional conduct is expected at all times:

- a. Treat all participants in the class with respect.
- b. Do not distract others.
- c. If you are unable to comply with these expectations, you will be asked to leave the Zoom session and will forfeit your Attendance score for that class session.

Given that we are an online class, we will not have any weather-related class cancellations. However, if (due to weather or otherwise) I have difficulty making it to class on time (or at all), even under normal operations in New Brunswick, I will attempt to alert you either by email and Canvas as soon as possible.

CLASS ADMINISTRATION

Technology:

I make frequent use of the course Canvas site and will post new materials on an ongoing basis. You can access Canvas with your NetID and password at canvas.rutgers.edu. I urge you to check the site frequently. Materials that I will post include copies of the presentations and spreadsheets that I use for lecture, additional readings, and other files or links for the discussion of current topics.

I also use Canvas to post announcements that should go to your email; I therefore expect that you check your email on a regular basis. If you are not receiving emails from me that correspond to announcements showing on the class Canvas site, please let me know and we can figure out how to resolve the issue. If you wish to email me, please try to use the Scarletmail system rather than going through Canvas, so that I can reply to you directly more easily.

I expect every student to participate in class discussions. I understand that some students by their nature may find it difficult to share their opinion in public, and I can sympathize with that. However, I am a firm believer that these students will not only benefit themselves (and overcome their apprehension) as they actively participate, but that the class will also benefit immensely from their opinions as well. While I hope that everyone will be interested in voluntarily participating in discussions, if I feel like we need new participants I may call on students, so please be prepared for this.

Please feel free to contact me with any questions or concerns you have. Email is a great way to communicate, so don't hesitate to use it. I will try to help you on any day of the week as long as I am available.

GRADING POLICY

Students will be evaluated on (a) Homework, (b) Attendance, (c) Exams, (d) and Team Final Project.

The weightings will be as follows:

• Homework	15%	
• Participation	5%	
• Attendance	10%	
• Quizzes (3 x 15%)	45%	
• Team Final Project	25%	15% Business Plan, 10% Skit
Total	100%	

A	90% and above
B	80% to below 87% (B+ for 87% to below 90%)
C	70% to below 77% (C+ for 77% to below 80%)
D	60% to below 70%
F	below 60%

In a typical semester, roughly 25% of students will receive an "A" in the course, and the class average is generally in the middle of the "B" range. Please note that it is very difficult to get an "A" without having performed very well in ALL the components of the course.

COURSE SCHEDULE

NOTE: The “Schedule” below contains Topics that we will cover for each session, as well as Assignments Due on those dates (before class). All chapter readings below (“Ch”) are from the textbook for this course, “Fundamentals of Business” and relate to the corresponding Topic. **HOWEVER, all readings from the textbook are OPTIONAL.** Materials covered in the quizzes will all be based on the posted PowerPoint slides that can be found on Canvas.

Topic	Assignment Due
Syllabus Review, Curriculum Build, Intro to "Business"	
Marketing - and figuring out "Price"	
Excel Tutorial	
Accounting Intro, Income Statement	HW 1 - Income Statement
Accounting Balance Sheet, Cash Flow Statement	
Accounting Exercise - Boba Tea Shop	
Interconnectedness of Fin Stmts / Financial Ratios, Review for Quiz 1	
Quiz 1	
Global Markets	HW 2 - Balance Sheet
Economics	
How to Write a Business Plan	Form Teams by end-of-day
Types of Businesses	
Financial Management and Financing	
Securities Markets and Investing	HW 3 - Global Business
Review for Quiz 2, Investing (cont.)	
Quiz 2	
Break - Enjoy!	
Business Communications	
Ethics and CSR	
Management and Leadership	
Motivating Employees	HW 4 - Write a Business Plan
Resumes, Interviewing, and Networking	
Review for Quiz 3, Interviewing/Networking (cont.)	
Quiz 3	
In-Class Work on Final Projects	HW 5 - Resume
Presentation of Final Projects	
Presentation of Final Projects	
Presentation of Final Projects	
Course Wrap-up	

HOMEWORK (15%)

Homework constitutes 15% of your overall course grade. There will be six homeworks that you will work on during the semester. Each homework is meant to cover concepts that we have covered in the preceding classes.

1. Upload a Word, Excel, or pdf document (please do NOT upload an Apple Pages file) according to the instructions of the homework and answer all questions asked.
 2. Your homework submissions should be submitted via Canvas before class on the day the homework is due. Any form of AI is discouraged from being used on homeworks, unless explicitly referred to in the homework. Homeworks are meant to be individual assignments.
 3. Late homeworks will lose 1 point for each day late, and will receive a 0 if not turned in by 2 days after the due date/time.
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QUIZZES (45%)

The three in-class quizzes (15% each) cover the material for the previous weeks. We will have a list of the topics and a “review” session prior to the quiz. All quizzes will be entirely multiple-choice questions. Quizzes will be administered via Canvas Quizzes, and use Respondus Lockdown Browser (which you should make sure to install in advance).

Makeup quiz policy: You are welcome to request a make-up quiz for any reason (e.g. you have other exams/papers due on the same day); **HOWEVER**, it comes with a penalty of -10% of the points scored on your quiz. If you are on a university engagement (e.g. sports conflict), are observing a recognized religious holiday, or have a valid medical emergency with a doctor’s note, you will not incur the 10% penalty. Any makeup quiz will be scheduled at the instructor's convenience and may have a different format, structure, and level of difficulty than the scheduled exam.

Note: There is NO final exam for this course.

ATTENDANCE (10%)

Attendance constitutes 10% of your final grade. Attendance is verified through Zoom attendance reports, and students should not be absent during the Zoom session for more than 10 minutes out of the hour and 20 minutes length of the class. Turning your camera on during class is also critical, as this is a scheduled online course and all participants are expected to be on camera.

PARTICIPATION (5%)

Participation in the class discussions constitutes 5% of your overall course grade. Active participation is a critical part of this class, as it is much easier to learn within an engaged class, and with feedback from fellow students and the professor.

- If you want to review lecture notes for classes in advance, that may help to prepare you to participate in class.
 - Participation via the Chat window is also counted and encouraged; however, this will have a lower weighting than verbal communication in class. It is sometimes difficult to read through comments quickly enough while covering concepts, and so this should be viewed as a secondary method of contributing in class (except, certainly, for questions that are intended specifically to be answered via the chat window).
 - At the end of each class I will make notes of who has participated and will award points accordingly. These points will be recorded on a cumulative basis on Canvas within the “Participation” grading column. Please note that the “total points possible” (999) is a meaningless number in Canvas; it is just a placeholder/maximum that is meant to be much higher than the maximum achievable during the class. The only place to interpret what your Participation score means is within the Grade Scales file.
 - Points will be awarded on a scale from 0 to 3, according to the following:
 - 3 points – Evidence of active and careful advance preparation, thoughtful responses that use examples or are justified by evidence. You should bring new points of view to the discussions and constructively debate points made by fellow students.
 - 2 points – Active engagement, but not directly bringing in new perspectives or not entirely relevant to the theory/concepts being discussed in the course.
 - 1 point – Very little or limited participation or participation only by general agreement with ongoing discussion both in-class or within the chat.
 - 0 points – No participation in class
 - **VERY IMPORTANT:** If you participated in class, it is YOUR responsibility to check that I have assigned points to you before the start of the next class. If you do not contact me with any accidental omissions to this Participation score within a week of that class, you **FORFEIT ANY POINTS ASSOCIATED WITH THAT CLASS**. I try hard to remember each student’s contributions, be fair in my assignment of points for each class, and to treat everyone equally. A couple students have contacted me at the end of the semester to express disappointment with their Participation grade, saying they thought that they had participated more than the points I had posted (or that I had missed something from a class more than a week prior). I will not address any of these concerns, as these should have been addressed during the semester when we (both) would have had a much better memory of the participation. It is also unfair to the rest of the class to adjust Participation points at the end of the semester based off of a student’s “remembered” participation, when the opportunity to adjust this has passed. I will also not entertain any comparisons of scores to other students (in fact, I am prohibited from doing so by FERPA), as I work hard on being non-judgmental and feel that this line of argument is both counterproductive and not in the spirit of this score.
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TEAM FINAL PROJECT (25%)

The Team Final Project will consist of two parts:

- A **SKIT** worth 10% of the grade, of a topic chosen out of a list of topics given (and confirmed with the professor) and
- A **Business Plan Presentation** worth 15% of the grade. A PowerPoint presentation outlining this Business Plan will be given by the Team to the rest of the class in the final weeks of the course

More details will be provided as we get closer to the end of the semester.

Equal Contribution from all members of team:

If you have any serious problems with free-riders and/or slackers, then: (a) try to manage and discuss your concerns with the slacking individual, and (b) if that doesn't work, alert me immediately, i.e. in a timely fashion (you should NOT wait until the last few days before the project is due). It may help you in your management of the team project to set intermediate goals and deadlines, so that you can identify any work that is not getting done prior to it becoming a problem. This is partly the intention of (and hopefully the product of) the Individual Accountability Report that is due first. Remember, “team management” is also a valuable part of the learning experience!

In extreme cases, non-performing team members may fail the course. You will have the opportunity to rate team members' contributions through an end-of-semester Peer Evaluation form. A copy of the Peer Evaluation is attached below. Note that the peer evaluation is not meant as a substitute for taking timely and proactive steps to rectify the lack of effort of non-performing team members.

Rubric for Final Written Team Project

	<i>Beginning</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Analysis, Depth, Evidence *** 50% ***	2 point No, or weak, evidence of issues provided. Limited use of strategic “tools”	6 points Some evidence of issues, with use of at least 2 strategic “tools”. Evidence of limited relevance, and/or key points are overlooked.	8 points Good presentation of evidence, but with some overlooked evidence or inaccurate analysis. May use 3 or more strategic “tools” and frameworks from class. May not clearly describe relevant, insightful points that could be obtained by complete, effortful analysis.	10 points Accurate and thorough analysis of evidence, with identification of relevant and significant factors. May use the tools and frameworks taught during the course, with clear descriptions of insights provided by those tools and frameworks. Commentary is provided to help reader understand the key points of analysis without including extraneous details.
Issues Identification *** 15% ***	0 point There is no mention of key issues	1 point Issues are mentioned but not connected to analysis and evidence OR not logical OR not clearly expressed	2 points Issues are clearly identified, but may have a weak connection to analysis and evidence OR may not be logical	3 points Issues are clearly identified and described AND are logical and very directly related to analysis and evidence. A summary opinion or statement is presented that makes clear the author’s point of view.
Recommendations *** 15% ***	0 point There are no recommendations OR there are superficial recommendations	1 point Recommendations are provided but do not completely address issues. Risk analysis / alternatives not provided.	2 points Recommendations are relevant and clearly address issues. Limited risk analysis OR alternatives. Recommendations may be relatively minor or limited given the magnitude of the issues.	3 points Recommendations are connected to analysis and very clearly address issues. A brief “why” is presented. Risks and alternatives to recommendations are provided in a clear way. Recommendations focus on the most significant issues and do not constitute “minor fixes” or “band aids”.
Organization, Writing Quality and Adherence to Requirements *** 20% ***	1 point Paper is poorly presented with multiple grammatical and spelling errors. Formatting or deadline not achieved	2 points Paper is jumbled (ideas do not flow) with some grammatical and spelling errors. Formatting or deadline not achieved.	3 points Paper is good, but somewhat unstructured, with minor spelling or grammatical errors. Formatting AND deadline achieved.	4 points Paper is excellent with very clear organization and flow of ideas. Attention to detail resulting in limited grammatical and spelling errors. Formatting AND deadline achieved.

Notes: This rubric obviously emphasizes the quality and depth of analysis; however, it is equally important to be concise with your arguments, which will make your case more compelling.

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link:

<http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link:

https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

Bias incidents: an act – either verbal, written, physical, or psychological that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status,

civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Bias incidents can be reported online at:

[New Brunswick Bias Incident Report Form](#)
[Newark Bias Incident Report Form](#)

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.
[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]
[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.
[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]
[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services:
<http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.
[Rutgers–Newark: PALS@newark.rutgers.edu]
[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.
[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]
[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]
[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.
- Students must sign, date, and return a statement declaring that they understand this syllabus.]

CODE OF PROFESSIONAL CONDUCT

[If you prefer to direct students to the conduct policy online instead, please use the following link and place it beneath the header above:
<https://myrbs.business.rutgers.edu/students/code-professional-conduct>]

Rutgers Business School is recognized for its high-quality education. To that end, maintaining the caliber of classroom excellence, whether in person or online, requires students to adhere to the same behaviors expected in professional career environments. These include the following principles:

Discussion and Correspondence

- Each student is encouraged to participate actively in class discussions and exercises. Substantive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Disagreement and the challenging of ideas must happen in a supportive and sensitive manner. Hostility and disrespectful behavior will not be tolerated.
- In correspondence and in the classroom, students should demonstrate respect in how they address instructors. Students should use proper titles unless there is an explicit understanding that the instructor accepts less formal alternatives. Similarly, appropriate formatting in electronic communication and timely responsiveness are all expectations in every professional interaction, including with instructors. Everything said and written should demonstrate respect and goodwill.

Punctuality and Disruption

- Class starts and ends promptly at the assigned periods. Students are expected to be in their seats or present online and ready to begin class on time.
 - Take your responsibility to attend class seriously. Your attendance is a critical element of the learning experience for in-person classes. Failure to show up disrupts your learning and signals disrespect to your peers and instructors. (Of course, illness is a legitimate exception requiring advanced reporting to the [University](#) and your instructors.)
 - Barring emergencies and within reason, students are expected to remain in their seats for the class duration. In person, packing belongings before the end of class disturbs both other students and the instructor. Online, attending to other tasks is distracting. In addition, even if webcams are not required in your course, your attention is fundamentally lacking if you are engaged in multiple tasks simultaneously.

Technology

- The use of technology is sanctioned only as permitted by the course instructor. As research on learning shows, peripheral use of technology in classes negatively impacts the learning environment in three ways:
 1. Individual learning and performance directly suffer, resulting in the systemic lowering of grades earned.

2. In the classroom, one student's use of technology automatically diverts and captures other people's attention, thus impeding their learning and performance. Moreover, even minor infractions have a spillover effect and result in others doing the same.
 3. Subverting this policy (e.g., using a phone during class, even if hidden below the table or out of sight from your webcam; tapping on a smartwatch; using a laptop for non-course related matters) is evident to the course instructor and offensive to the principles of decorum in a learning environment.
- Networking, computing, and associated resources in the trading rooms, advanced technology rooms, and general classrooms are to be used in the manner intended.
 - Sharing links to private online classes, attempting to join an online class you are not enrolled in, or posting disruptive content during these sessions are strictly prohibited and may lead to disciplinary action.
 - For more instructions on information technology resources at Rutgers University, please refer to the [Acceptable Use Policy for Information Technology Resources](#).

Misappropriating Intellectual Property

- Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which U.S. statutes protect. Copying this work or posting it online (on sites such as Chegg or Course Hero) without the author's permission may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and the author's intellectual property rights are important values that members of the university community take seriously.
- For more instructions on copyright protections at Rutgers University, please refer to the [Rutgers Libraries](#).

Rutgers Business School is committed to the highest standards of integrity. We value mutual respect and responsibility, as these are fundamental to our educational excellence inside and outside the classroom.