

Standard and poor's assignment



**ASSIGN
BUSTER**

The course is appropriate for business and Non-business majors. The course objectives are: To provide a basic understanding of core management tasks such as planning, controlling, leading and organizing, and to develop a similar understanding of organizational behavior at the individual, group and organizational levels. To develop a working vocabulary regarding these subjects and to become familiar with theories and concepts regarding them. To understand the application of course concepts to real world management and organizational behavior problems. LEARNING TOMES: The learning outcomes Of this course are as follows:

You'll understand management and organizational behavior terminology and of the foundational concepts of thereof. You'll learn to diagnose and solve management problems, including but not limited to change management, leadership, and motivation. You'll gain knowledge of ethical issues often associated with organizational situations. You'll gain knowledge of global & cultural differences in management and organizational behavior processes.

TEXT & REQUIRED MATERIALS: 1 . Required Textbook: Jones & George, Contemporary Management Be with " Connect" access, University of Illinois BADLAND Edition, McGraw Hill.

ISBN 9781259167645. Available at local bookstores. 2. Required Access to McGraw-Hill " Connect" software. This is bundled with new textbooks but can be purchased separately (if you have other access to a textbook). The internet site gives you the opportunity to purchase it directly from McGraw-Hill (this was about \$60 in 2014) the first time you click on a Connect assignment. Details will be announced in the first class and on the course

Compass site. 3. Required clicker. Available at ITS and the LLC of I bookstore. Either the original clicker or the clicker 2 will work for this class.

NOTE: CLICKER REGISTRATION IS REQUIRED by Feb. 4, 2015. In order to credit you with points for clicker participation, we have to know your clicker's Register by clicking the appropriate icon on the main page of the course Compass site. You must register your clicker on our Compass site even if you also registered it elsewhere. 4. Required Harvard Business School Change Management Simulation. Purchasing and registration instructions will be posted on Compass in mid-semester. Cost -? approve. \$12. 5. Lecture notes can be downloaded from Compass site.

They will be available before lecture in mime for printing if you wish. COURSE SCHEDULE: The planned schedule will be posted on Compass. Changes may be made to reflect the needs of the class. Any changes will be announced in class and/or on the course web site (Compass). It is the students' responsibility to stay aware of any changes made. Key dates: Exam 1: Tees Feb. 17, in class Exam 2: Thru Mar 19, in class ; Exam 31 Tees May 5, in class LEARNING APPROACH & HOMEWORK For this BAD 31 0 class, the activities (other than exams) are organized by weeks.

In a typical week we will cover two chapters in class, and students will omelet different types of (typically online) homework related to the chapters. This can be done before or shortly after class. Each week readings will be assigned from the text. Read each chapter and use the Learners exercises to learn the material well. Then, do the interactive exercises for the chapter to gain additional familiarity with the chapter concepts. Homework activities

will typically be due at 9: 30 AM on Tuesday of the week after we cover the material. There is an extended deadline for assignments in the first week.

Assignment due dates are on the Compass web site. 2 GRADING Your final grade in this class will be determined by your performance on: Max. Points Grading Component 1 . Learners Activities 18 chapters @ 9 points each, 2 lowest chapters grades dropped.. 2. Interactive Activities 18 chapters @ -16 points each, 2 lowest chapters grades dropped 3. Change Management Simulation AAA. Exam 1 (50 questions, mostly m/c & t/f but some fill-in) b. Exam 2 C. Exam 3 (M) Total Extra Credit Opportunities A. Optional Research Participation, up to 8 more studies @ 10 points each B. Clickers, participation in up to 20 classes @ 2 points per class. % afoot 144 7% 256 13% 100 500 25% 00% 2000 80 Final grades will be assigned based on the following point scale. A 1940+ 1860-1939= A 1800-1859 -A. 1740-1799 B+ 1660-1739= 8 1600-1659 c 1540-1599 = C+ 1460-1539 -c 1400-1459 = c- D 1340-1399= D+ 1260-1339 -D 1200-1259 = D 1200 = F Grades will be accessible by password on IL Compass g. There are two exceptions: Grades for extra credit research studies will be maintained on the SONS system and will only be transferred to Compass after the last of the three exams.

Grades for the Connect activities (interactive activities and Learners) transfer to Compass graybeard about 1 week after you turn in the assignment. For your security, grades will not be provided by phone or email. Because of the size of the class, grade breakpoints are fixed to maintain equity. Students with extenuating circumstances which require them to receive a certain grade or maintain a particular GAP (e. G. , graduation, loss of a scholarship, University probation or suspension, loss of a job offer, revocation of student <https://assignbuster.com/standard-poors-assignment/>

Visa, etc.) need to realize that they are responsible for working hard to achieve the needed class grade.

Please ask for help if you see that you are falling short of the grade that you expect or need. We want students to succeed but you must know that we cannot make exceptions for individual students. Grades can be changed only if we have made an input or calculation error. It is important that you check your class grades and immediately notify us of any discrepancies. 3 Grading Components Learners Learners homework assignments are part of Connect, McGraw Hill's online learning platform. Learners is basically an " intelligent electronic flash card system. The system asks multiple choice, fill-in, and other quick questions.

The " intelligence" is that if there is a topic you have difficulty with, the system ends to increase the number of questions so as to help you bring your knowledge up to par. The pedagogical purpose of these exercises is primarily to review the chapter concepts from lecture and your reading. We recommend you do the Learners activities for the chapter before the interactive exercises, as familiarity with the concepts will speed your work. Learners is treated as " mastery' exercises. The more cards you do, the higher your score gets until it says you have completed the exercise, whereupon you get full credit.

The exercises are set so that McGraw-Hill estimates the average student can gain full credit with 30 minutes of work (and call us biased, but we are confident every 15 of 1 student is above the average student in McGraw Hill's book). But, you can work on the activities for as long as needed to achieve

the score you want. It should be possible for all students who are willing to spend the time, to achieve scores near 100% on these exercises.

Additionally, we drop your lowest two chapters' scores at the end of the semester. Learners gives no credit for late submissions. To start working with Learners, check the Compass site.

If you have trouble gaining access, please contact McGraw-Hill first (phone # and web address on Compass). If McGraw Hill is unable to resolve the issue your next step is to contact your teaching assistant. Please put the McGraw Hill service ticket # in the email in case we need to coordinate with them.

The Learners exercises are normally due at 9: AM on the Tuesday of the week after the chapter was covered. Due dates will appear on Compass, and the Connect web site has calendar and grade functionality that lets you track when assignments are due and how you have done on them.

Con next" Interactive Activities " Connect" homework assignments comprise one to three modest interactive exercises for each of the 18 chapters in the text Some of these are " drag and drop" exercises which amount to a matching game where you connect a specific situation with a chapter concept. Others are video exercises in which you answer several multiple choice questions that emphasize chapter concepts as you view the video, and then answer some concept check questions at the end. The pedagogical purpose of these exercises is to help you become familiar with applying the chapter concepts from lecture and our reading.

We recommend you do the Learners activities for the chapter before the interactive exercises, as familiarity with the concepts will speed your work.

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These exercises are treated as “ mastery/” exercises. That is, they are set up so all students can master the material. This is done by allowing you three tries at each exercise and taking only the highest score. You are also allowed to reference the textbook and notes as you work through the exercises. Students who are willing to spend the time should achieve scores near 100% on these exercises.

Additionally, we drop your sweets two chapters' scores at the end of the semester. Each day you are late in submitting results in a 20% penalty. 4 To start working with the interactive activities, check the Compass site for an introduction. Tutorials are available. If you have trouble gaining access or working with the interactive exercises, please contact McGraw-Hill first (link on Compass). If McGraw Hill is unable to resolve the issue your next step is to contact your teaching assistant. Please put the McGraw-Hill service ticket # in the email in case we need to coordinate with them.

The interactive exercises re normally due at 9: 30 AM on the Tuesday of the week after the chapter was covered. Due dates will appear on Compass, and the Connect web site has calendar and grade functionality that lets you track when assignments are due and how you have scored. IMPORTANT: In order to be as fair as possible to everyone in the class, deadlines for interactive activities and Learners have to be enforced. Please DO NOT wait until the last minute. If you wait until the deadline, issues such as illness or problems with the University server might make it impossible for you to complete the assignments.

Change Management Simulation (SMS) Near the end of the semester, all students will participate in a simulation of an organizational change initiative published through Harvard Business School publishing. The simulation challenges you to acquire support among your company's management for an innovative idea. The simulation plays like a game, and students have found it very engaging. We hope that you find that simulation not only interesting, but a powerful learning experience where you see the results of effective and ineffective application of course concepts.

IMPORTANT: You will need to register and purchase the change management simulation through the Harvard web site before we start the simulation.

Instructions will be posted on Compass, probably in early to mid April.

Announcements about this will be made in class. Exams There are three exams in the course. Each exam covers the material from one of the three parts of the course and consists of approximately 50 questions. Most are multiple choice and true/false questions, but some are short fill-in (e. G. , definitions, identification of concepts). Material on the exam is drawn from the textbook, class lecture and other assigned materials.

The exams are closed-book and are given in class at the regularly scheduled class time. Specific Exam Policies: ; Indicate your exam answers on both your exam copy and on your answer (bubble) sheet. Both are collected when you leave. Your bubble sheet answers are what we must use, but if for some reason it is lost or illegible we may refer to the exam copy. If you do not turn in an answer sheet or a marked exam copy, you normally cannot receive any credit for the exam. Plan on remaining in the classroom for at least minutes during exam days.

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Bring a #2 pencil to class and use it to fill out the exam. Bring a photo ID to all exams as the size of the class requires that we check IDs. 5 Dictionaries and electronic devices (calculators, dictionaries and translators) are not permitted during exams, on the recommendation of the college deans. We will answer questions about word meanings that are not related to class concepts. Additional exam policies and procedures may be discussed in class. Conflict Exams ; Exams are taken only at the regularly scheduled time except when events beyond your control prevent you from doing so.

The most common exceptions are for excused absences (e. G. , illness or injury, family emergency, university sanctioned events) and out of-town job interviews. Please ask if you have an unusual situation. With approved exceptions you are able to take the conflict exam which has the same format as the regular exam. You MUST notify us IN ADVANCE if you need to take the makeup/ conflict exam. Email to the course email (see Compass). Failure to do so (unless you are physically unable to email) will result in an automatic zero for the exam. Documentation is required to take the makeup/conflict exam.

For illness, injury, or family emergency, please obtain an official excused absence letter from the Dean of Students Office. The Dean of Students office is at 300 Student Services Building, 61 0 East John, 333-0050. For other situations check with the professor regarding required documentation. Extra Credit There are two primary sources of extra credit: Participation points through using the clickers and participation in research studies that brings exposure to the research process. " Clicker" Participation Points We use " clickers" to make lectures more participative and engaging.

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