

BA 15- Introduction to Management Course Syllabus

GENERAL COURSE INFORMATION

School Name: Reedley College

Semester: Summer 2022

Course Number: BA-15-51859

Course Name: Introduction to Management

Class Meeting Room: 100% online virtual course (asynchronous)

Prerequisites: None

Advisories: *ENGL-1A Reading and Composition*

Instructor: Sarah Maokosy

Email: sarah.maokosy@reedleycollege.edu

Other Contact: Canvas Messaging

STUDENT LEARNING OUTCOMES (“SLOs”)

Special Note: SLOs are statements about what I, as business faculty, hope you will be able to do at the end of the course. This is NOT a guarantee: the ultimate responsibility for whether you will be able to do these things lies with you, the student. In addition, the assessment of SLOs is done by the department to evaluate the program, and not to evaluate individual faculty performance.

Upon completion of this course, students will be able to:

1. Define commonly used management concepts.
2. Demonstrate an understanding of management’s role in social responsibility.
3. Understand different leadership styles.
4. Understand the role of diversity in the workplace.

COURSE OBJECTIVES

In the process of completing this course, you will be able to:

- Adjust composition, prose, and rhetorical language use for optimal conciseness and clarity.
- Analyze how word selection and usage affects communication.
- Be able to discern and appreciate the differences between primary sources and secondary sources.
- Demonstrate an understanding of social etiquette applicable in a business environment.
- Demonstrate an understanding of the importance of original work, the role of proper citations and references, and the ability to avoid plagiarism of either a deliberate or inadvertent nature.
- Explain the elements of the communication process.

- Identify a basic logical fallacy in an oral or written context.
- Illustrate sensitivity to audience needs and desire, including cross-cultural situations.
- Plan and deliver individual or team oral-presentations for business meetings.
- Plan, organize, write and revise letters, memos, emails, and reports suitable for a variety of business situations, including quantitative (e.g., accounting and finance) and business legal contexts.
- Select a proper delivery format, for example face-to-face v. electronic, and identify the strengths of each modality.
- Solve business communication problems through planning, problem solving, organizing, writing, listening and presenting techniques.
- Understand communication in an internationalization and globalization context.
- Understand uses of social media and related Internet writing contexts

TEXTBOOK & OTHER MATERIALS

- You are **NOT** required to buy any textbooks for this course. This is a Zero Textbook Cost (“ZTC”) class. The textbooks are free and available on the Canvas course. All the course materials are Open Educational Resources (“OER”)
- You are required to have a reliable and easily accessible Internet connection to complete the online assignments.
- You may need a basic calculator, which will not be provided.
- **What is an OER?** Open Educational Resources (“OER”) includes textbooks, course materials, and full courses, modules, streaming videos, tests, software, and any other tools, materials, or techniques used to support the course objectives. An open source or open textbook is an OER textbook. Many open textbooks are distributed in either print, e-book, or audio formats that may be downloaded or purchased at little or no cost. In this course, you are not required to buy any materials as all the course materials are OER, which is free.

COURSE COMMUNICATION POLICY

There are 4 ways we communicate for this course as follows:

1. Canvas Announcements

A weekly communication and reminder will be given via Announcement. Also, you will get informed about any updates and changes throughout the semester. You can ask any questions related to the course announcements by clicking on "Reply." I will respond in announcement within 24 business hours.

2. Coffee Shop Q&As

You will use this forum to ask or review questions. You are encouraged to answer fellow classmates’ questions. I will review this area for any unanswered questions and will review responses/answers provided for accuracy. Questions will be answered within 24 business hours if not answered timely by your peers.

3. Canvas Email (“Inbox”)

Canvas email, also called “Inbox,” will be used to send individual messages. Please use Canvas email when you need to communicate with me individually. I will respond to you within 24 business hours. If you haven’t heard from me within 24 business hours, it is completely OKAY that you follow up with me. If I don’t give you an answer right away, at least I will acknowledge your email and get back to you timely.

Please note that if you are new to Canvas and have questions, please visit the [Canvas Students Guides](#) to search and read for topics by the table of Contents or [Canvas Help for Students](#) to get live help by phone.

ATTENDANCE & DROP POLICY

1. FIRST WEEK OF THE SEMESTER

You are required to participate in the introductions discussion board and complete a student profile under Week 1 - WHAT'S DUE. If the introduction is not posted and student profile is not turned in by the due date, you will be dropped from the class as a “No Show,” unless you contact me with a reason in advance otherwise.

2. ATTENDANCE FOR THE REMAINDER OF THE SEMESTER

Roll is not taken. However, your active participation in the course is considered important to the quality of your learning and ensures your opportunity to participate and contribute to your learning. A student should consider this class his/her job and grades to be his/her pay. Employees who do not show up for work do not get paid.

As employers allow sick leave, you will be allowed three (3) missed classes. Engagement in the academic activities of an online course constitutes “attendance.” That is, if you do not complete your assignments by the due date, you will be considered “absent” for that assignment. After four (4) absences, you may be dropped from class for non-attendance if the absences occur before the drop date.

Dropping from this class is your responsibility. Failure to drop could result in a letter grade being issued. The end of the last day to drop a full-term class in person and receive a "W" on transcript. Please refer to Reedley College’s website for details.

3. STUDENT SUPPORT

Below is a link where it explains what it means for the students to drop a class: [Should I Drop a Class? \(Links to an external site.\)](#)

TENTATIVE CLASS CALENDAR

WEEK	START DATE	END DATE	MODULE	MATERIALS COVERED
1	06/20/2022	06/26/2022	1	Syllabus & Course Information
1	06/20/2022	06/26/2022	2	Role of Management/Supervision
1	06/20/2022	06/26/2022	3	Base of Authority
2	06/27/2022	07/03/2022	4	Communications
2	06/27/2022	07/03/2022	5	Directing and Delegation
2	06/27/2022	07/03/2022	6	Planning

3	07/04/2022	07/10/2022	7	Organizing
3	07/04/2022	07/10/2022	8	Staffing
3	07/04/2022	07/10/2022	9	Motivation and Leadership Styles
4	07/11/2022	07/17/2022	10	Controlling
4	07/11/2022	07/17/2022	11	Evaluation
4	07/11/2022	07/17/2022	12	Team Building
5	07/18/2022	07/24/2022	13	Time Management
5	07/18/2022	07/24/2022	14	Human Resource Management
5	07/18/2022	07/24/2022	15	Labor Relations
6	07/25/2022	07/29/2022	16	Counseling
6	07/25/2022	07/29/2022	17	Discipline
6	07/25/2022	07/29/2022	18	Training

CANCELLED CLASS NOTIFICATION

If a class is cancelled, the announcement will be sent out to the students. Even if the class is cancelled for any unforeseeable reasons, the students are responsible for the weekly assignments. The weekly module will be open for the course materials mentioned above in the course calendar. The student will need to submit all the required assignments by the due date.

ACADEMIC CALENDAR - IMPORTANT DATES

Dates	Day	Important Events
June 20	(M)	Start of 6 week Summer 2022 classes
July 4	(M)	Independence Day observed (no classes held, campus closed)
July 29	(F)	Last day of 6 week Summer 2022 classes

LATE WORK POLICY

Late work will not be accepted. These policies are designed to help you stay on track, have meaningful participation, and success in the course. If you know in advance that you have a time conflict with due dates for

any assignments as well as exam dates, please let me know immediately, so we can make proper arrangements. Any supporting document (e.g., hospitalization, jury duty, military service etc.) shall be present to arrange outside of the time it is being offered.

PERFORMANCE EVALUATION

Course grades will be based on the total number of points obtained by you as a % of total points possible. Grades will be awarded using an absolute scale and will not be curved. Please ensure to check your overall grades in Grades often and get back to me for any discrepancies.

Performance Breakdown		
No.	Assignment Breakdown	Weights
1	Final Exam	10%
2	Quizzes	50%
3	Class Participation (Discussions)	20%
5	Homework (Assignments)	20%
	TOTAL Possible Points	100%

GRADING SCALE

Grading Scale is used as follows:

Grading Scale		
% From	% To	Letter Grade
90%	100.00%	A
80%	89.99%	B
70%	79.99%	C
60%	69.99%	D
0	59.99%	F

[VIEW YOUR GRADES IN CANVAS](#)

Go to the "Grades" on your left side in the main menu bar. Please visit the Grades often to assess where you are standing. If you have any questions regarding your current grade points, please email me via Canvas Email, or

see me during my office hours. Here is helpful information on how to view [your grades in Canvas \(Links to an external site.\)](#).

ACADEMIC INTEGRITY

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Both students and instructors are expected to obey rules of honest scholarship. Academic misconduct--cheating--is not just "against the rules." It violates the assumptions at the heart of all learning. It destroys the mutual trust and respect that should exist between student and professor. It is unfair to students who earn their grades honestly.

Upholding academic integrity means:

- Developing and conveying your own ideas in course work.
- Identifying all sources of information.
- Acknowledging collaboration when assignments are not completed independently.
- Honesty during quizzes and exams.

Academic Dishonesty Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a profoundly serious offense and will incur serious consequences. Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage.

Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using, or is playing notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely. Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source.

Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights.

Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on a particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

For more information, please visit our academic policies at Reedley College.

Faculty Profile

Dr. Sarah Maokosy



**Title V Coordinator- Reedley College
Adjunct Business Instructor - Reedley College,
Adjunct Business Instructor- Porterville College,
Adjunct Business Instructor- West Hills College Lemoore,
Immersive Media- AR/VR Teacher- VIL Camp- San Joaquin Delta College**

I am a compassionate individual. I am an energetic, kind, and bubbly person. I am passionate about helping others while sharing my knowledge and experience. I am a problem solver and often take the initiative to find a solution. "How can I help?"

As a disabled veteran, I struggled with the military to civilian transition which often times left me feeling empty. At first review, you may feel I have held various unrelated occupational roles during my career, but I will connect the dots for you so that they all make sense. The underlying theme all of my various professions have in common is SERVICE. No matter what my position or title is, I am always looking for ways to help others. "Please let me know how I can help."

My varied titles and positions have not only provided me with a vast number of experiences and knowledge, but they have also further opened my mind and heart. I am a visionary, servant, and transformational leader, social entrepreneur and intrapreneur. From fighting a war in Iraq to fighting a war for employment, I pulled myself out of some tough times and continued to put forth my best effort. I fought my way through a war and fought my way through employment. I navigated the military to civilian transition and focused on my education to finally become Dr. Sarah Maokosy.

A unique fact about me is that I have five kids (boys) and five degrees (DM, MBA, BS, AS, and AA). I was basically pregnant for the last 10 years! Seriously though, I earned a degree for each one of my kids. They were able to experience the curriculum with me. Often times they were actively kicking me and making me feel uncomfortable during class. My boys are my life!

My parents have always told me to value the education I receive in the U.S. My parents grew up poor and barely survived the Cambodian genocide. I am fortunate to be born in America. If it weren't for humanitarians, my family and I wouldn't be here today. Throughout my childhood I was actively involved and spent a lot of my time in leadership and volunteer activities. I have always wanted to give back to my country for giving my family another chance at life, which is why I joined the US Army. I am thankful for my life and am very patriotic. I love our country-God Bless the USA!

No matter what happens in life, continue to push forward. Channel that negative energy into positive energy. Remember: Nothing is impossible. Make your dreams a reality!!!

THIS SYLLABUS AND THE COURSE ACTIVITIES SCHEDULE ARE SUBJECT TO CHANGE AS DEEMED NECESSARY BY THE INSTRUCTOR.

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