**[Course Number, Section, & Title]  
[Day(s), Time, Location]**

**[Term]**

Example:

ACCT 5323 1QA: Accounting for Managers

Mondays 6:30-10pm, SB 306

Spring 2017

**Syllabus Part 1**

**CONTACT INFORMATION**

[As much of the information in this section as possible should be included. It is required that you provide some way for the student to contact you outside of class.]

**Professor:** [Dr./Mr./Ms. Name]

**Office:** [Bldg xxx Rm xxx]

**E-Mail**: [xxxx@udallas.edu]

**Phone:** [972-721-xxxx]

**Office Hours**: [By appointment (or specify)]

**WiFi Support** (Gorman G/H):972-721-5030; support@udallas.edu

**Business Resource Center** (SB Hall 131): 972-721-5277; cobfacsupport@udallas.edu.

**COURSE DESCRIPTION**

[Insert University Bulletin Course Description]

**Prerequisites:** [Required: Add or note none if applicable]. Please refer to the UD Bulletin for course descriptions.

**COURSE OBJECTIVES**

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

1. Demonstrate…
2. Explore…
3. Describe…

[**Note:** Course Objectives **must be the same across all delivery methods** of the course: on-campus, online, or hybrid in accordance with AACSB/SACS accreditation standards. Please refer to the current Gupta COB descriptions and objectives for Graduate and Undergraduate courses.]

**EXPERIENTIAL LEARNING**

The faculty members of the Gupta College of Business are committed to providing experiential learning opportunities in their courses. We believe it is the most effective means for enhancing adult learning. This course incorporates experiential learning in the following way:

[Insert description or listing of experiential learning course components here. Examples include field projects with clients, role-playing, simulations, practice sets, case studies, etc.]

**ETHICS AND PRINCIPLED LEADERSHIP**

The Mission Statement of the University of Dallas Gupta College of Business reads, in part, “The Gupta College of Business is a professional school whose primary purpose is to prepare its students to become competent and responsible managers who are principled and moral leaders.”  
  
The faculty members of the Gupta College of Business are committed to preparing principled and moral leaders by integrating discussions of ethics throughout our curriculum. We approach this task with the assumption that any decision that impacts another person is by definition a moral decision.   
  
In this course we will be addressing the ethics involved in [insert course here: ex., supply chain management; information systems; accounting; finance; marketing; leadership]in the following way(s):   
  
[Professor provides specific activities for the class]

**REQUIRED TEXT(S)/RESOURCES**

[Note that the graphic of the text is optional. If available, use a graphic showing the actual text]

|  |  |
| --- | --- |
| textbook | Title:  Authors:  ISBN:  Description:  Publication Date: |
| **[Picture of book]** | Title:  Authors:  ISBN:  Description:  Publication Date: |
| Library Resources | Library Resources  In addition to these texts, there are several additional readings available on the library’s online reserve at [Add link as provided by the Library] [password = [xxxxxx]. |

Please review the Gupta COB **Minimal Technology Requirements & Resources** on **Syllabus Part 2.**

[The additional tools are course-specific: May include webcam and/or microphone if you expect students to interact live during your online class or record videos as part of class. It may also include programs, such as course-specific labs, Access, etc. that may be required to complete assignments.]

**ASSIGNMENTS AND EVALUATION**

[Assignments and evaluation policies should be presented in this section. It is the professor’s responsibility to determine the elements in this section of the syllabus. The elements should include, but are not necessarily limited to, the following items.]

**Assignments** [You will have # assignments in this course. Assignments must be submitted in the drop box…]

**Discussions** [You will have 10 graded discussions in this course. You will need to post your initial response by DAY. You will also need to respond to two of your classmates’ postings by DAY. Please review the Discussion Rubric at the end of the Syllabus for additional guidance.]

**Case Studies** [You will complete 3 Case Studies in this course. Case Studies will be submitted in the drop box…]

**Quizzes** [if applicable]

**Group Requirements/Group Projects** [if groups are used]

**Exams** [You will have 3 Exams in this course: Exam 1, Exam 2, and the Final Exam. Exams will be taken…]

**Policy on due dates, grammar & spelling requirements for assignments, late submissions, make-ups, participation requirements, and extra-credit, etc.**

[Assignments & Quizzes are due by… For specific assignment/quiz/etc requirements, please see the information found in each Unit.]

**Attendance Policy** [Delete and/or adjust Graduate/Undergraduate information appropriately]

**Gupta COB Graduate Attendance Policy:** If a student does not participate online or attend the first week of classes, without prior approval, the instructor will notify the Office of the Gupta COB Graduate Enrollment who will then contact the student.  While we realize that graduate students are working professionals, they should contact their instructor when missing a class.  [NOTE:  Attendance does not need to be a graded course component within the Gupta COB Graduate program].

**Undergraduate Attendance Policy:** If a student misses a full week of class, the instructor will notify the registrar, who will mail the student an attendance warning. If additional absences ensue, the instructor may withdraw the student from the class. Attendance is considered part of the contribution to learning grade.

**Instructor Feedback** [Required]

[Example: I will respond to student emails within 24 hours. I will post grades on homework and assignments within 48 hours of submission, so you have the opportunity to utilize the feedback prior to the due date of next assignment…]

[**Additional optional items**]

**COURSE SCHEDULE** [For classes that follow different week schedules; undergraduate, intermester, Saturday intensives, etc., please adjust accordingly.]

COURSE SCHEDULE\*

|  |  |  |  |
| --- | --- | --- | --- |
| **[Unit]** | **Topic** | **Readings & Assignments** | **Dates** |
| 1 | [Sample 1] | * [Read Chapter(s) 1 & 2] * [Complete Learning Activities] * [Complete Discussion 1] * [Complete Assignment 1] | [MMDD- MMDD] |
| 2 | [Sample 2] | * [Read Chapter(s) 3 & 4] * [Complete Learning Activities] * [Complete Discussion 2] * [Select Group Members] * [Begin Case Study 1] | [MMDD- MMDD] |
| 3 | [Sample 3] | * [Read Chapter(s) 5 & 6] * [Complete Learning Activities] * [Complete Discussion 3] * [Submit Case Study 1] | [MMDD- MMDD] |
| 4 | [Sample 4] | * [Read Chapter(s) 7 & 8] * [Complete Learning Activities] * [Begin Group Project] * [Complete Discussion 4] | [MMDD- MMDD] |
| 5 | [Sample 5] | * [Read Chapter(s) 9 & 10] * [Complete Learning Activities] * [Complete Discussion 5] * [Continue on Group Project] * [Complete Assignment 2] | [MMDD- MMDD] |
| 6 | [Sample 6] | * [Read Chapter(s) 11 & 12] * [Complete Learning Activities] * [Continue on Group Project] * [Begin Case Study 2] * [Take the **Midterm Exam**] | [MMDD- MMDD] |
| 7 | [Sample 7] | * [Read Chapter(s) 13 & 14] * [Complete Learning Activities] * [Complete Discussion 6] * [Continue on Group Project] * [Submit Case Study 2] | [MMDD- MMDD] |
| 8 | [Sample 8] | * [Read Chapter(s) 15 & 16] * [Complete Learning Activities] * [Complete Discussion 7] * [Continue on Group Project] | [MMDD- MMDD] |
| 9 | [Sample 9] | * [Read Chapter(s) 17 & 18] * [Complete Learning Activities] * [Complete Discussion 8] * [Continue on Group Project] * [Complete Assignment 3] | [MMDD- MMDD] |
| 10 | [Sample 10] | * [Read Chapter(s) 19 & 20] * [Complete Learning Activities] * [Complete Discussion 9] * [Submit Group Project] * [Begin Case Study 3] | [MMDD- MMDD] |
| 11 | [Sample 11] | * [Read Chapter(s) 21 & 22] * [Complete Learning Activities] * [Complete Discussion 10] * [Submit Case Study 3] | [MMDD- MMDD] |
| 12 | [Sample 12] | * [Read Chapter(s) 23 & 24] * [Complete Learning Activities] * [Take **Final Exam**] | [MMDD- MMDD] |

\*The Course Schedule is subject to change.

**GRADING SCALE**

**Grading Criteria:** [This should include the points or percent allocated to each portion of the course that will count for the grade. If the attendance policy is used as part of the grade (or to lower a grade), it must be included on the course syllabus. Class participation must be defined if it is used as part of the grading criteria for the course.]

[The following is a **sample** course evaluation/grading chart]

GRADING CRITERIA

|  |  |  |
| --- | --- | --- |
| **Item** | **Points Possible** | **Percentage** |
| [Assignments  3 @ 50pts ea] | [150] pts | [15]% |
| [Discussions  10 @ 20pts ea] | [200] pts | [20]% |
| [Case Studies  3 @ 100pts ea] | [300] pts | [30]% |
| [Group Project] | [100] pts | [10]% |
| [Midterm Exam] | [100] pts | [10]% |
| [Final Exam] | [150] pts | [15]% |
| **Total** | **1000** | **100%** |

**Gupta COB Standardized Grading Scale:** [The following is the Gupta COB standardized grading scale and should be used in all classes. It can be based on a 100- or 1000-point base.]

GUPTA COB STANDARDIZED GRADING SCALE

|  |  |  |
| --- | --- | --- |
| **Grade** | **Grade Points** | **100-Point Scale\*** |
| A | 4.0 | 93-100 |
| A- | 3.7 | 90-92 |
| B+ | 3.3 | 87-89 |
| B | 3.0 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.7 | 70-72 |
| D+ | 1.3 | 67-69 |
| D | 1.0 | 63-66 |
| D- | 0.7 | 60-62 |
| F | 0.0 | <=59 |
| FA | 0.0 | Failure because of excessive absences or failure to withdraw from the course. |
| \*As a percentage of total points possible for the course. | | |

**SUPPLEMENTAL INFORMATION**

**[Rubrics may be included in the syllabus, course home, or course units]**

**Case Presentation Guidelines** [Required in Undergraduate courses and/or used as graded element in Graduate classes. Edit if needed to suit your course/project.]

Each team will be assigned a case study and will need to purchase the case. Teams will give a 20-30 minute presentation (with power point slides) and lead an interactive discussion. Each presentation should cover the following areas (but is not limited to these):

* Provide a brief summary of the facts of the case (no more than 5-8 minutes)
* Analyze and Apply- Do a thorough and in-depth analysis of the leadership aspects of the case utilizing theories and concepts (should be the majority of the case)
* Critique the effectiveness of the leadership represented
* Develop any new recommendations

The following rubric will be used to give feedback on your case presentation:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CASE PRESENTATION RUBRIC** | | | |  |
| **Trait** | **Fails  < 70% (< 36 pts)** | **Meets  71 – 89% (36-44 pts)** | **Exceeds  90–100% (45-50 pts)** |
| **Content and Focus** Degree to essay questions were answered | Discussion significantly digress from the prompts and addresses few to none of the course concepts | Discussion addresses some of the prompts. Some digressions occur and answer reflects lower level or Bloom’s taxonomy | Discussions successfully answers all prompts thoroughly and incorporates variety of course theories and concepts and higher level of Bloom’s taxonomy |
| **Critical Thinking**  Ability to conceptualize, apply, and analyze information | 2 or fewer relevant leadership concepts or theories are outlined as criteria and the case information is compared and contrasted with criteria | 2-4 or more relevant leadership concepts or theories are outlined as criteria and the case information is compared and contrasted with criteria | 4 or more relevant leadership concepts or theories are outlined as criteria and the case information is compared and contrasted with criteria |
| **Logic and Flow** Argument is well structured, groundwork is laid and conclusions drawn | Many errors in grammar and syntax and responses are flawed and illogical | A few errors in grammar and syntax and development of responses are unclear to the reader | Grammar and syntax are appropriate, responses are clear and logical to the reader |

|  |  |  |  |
| --- | --- | --- | --- |
| **CASE PRESENTATION RESULTS** | | | |
| **Trait** | **(1) Fails** | **(2) Meets** | **(3) Exceeds** |
| Content and Focus |  |  |  |
| Critical Thinking |  |  |  |
| Logic and Flow |  |  |  |

**Case Analysis Guidelines**

Add Information

* a
* b
* c

The following rubric will be used to give feedback on your case analysis:

|  |  |  |  |
| --- | --- | --- | --- |
| **CASE ANALYSIS RUBRIC** | | | |
| **Trait** | **Fails  < 70% (< 36 pts)** | **Meets  71 – 89% (36-44 pts)** | **Exceeds  90–100% (45-50 pts)** |
| Position or hypothesis development | Position or hypothesis is unclear. | Presents and justifies own position but demonstrates some inconsistencies | Clearly identifies own position on the issue in a clear and cogent manner, integrating objective analysis and intuition. |
| Evaluation of assumptions and supporting evidence. | Fails to identify any data or supporting evidence | Identifies some of the assumptions or supporting data but shows some inconsistencies | Identifies and evaluates all the important assumptions and supporting evidence |
| Identifies, conclusions, implications and consequences | Fails to draw conclusions and develop resolution. or conclusion is a simplistic summary | Conclusions have only minimal, support from data and evidence. | Identifies and discusses conclusions and draws upon the assumptions, evidence and data. |

|  |  |  |  |
| --- | --- | --- | --- |
| **CASE PRESENTATION RESULTS** | | | |
| **Trait** | **Fails** | **Meets** | **Exceeds** |
| Position of hypothesis development |  |  |  |
| Evaluation of assumptions and supporting evidence |  |  |  |
| Identifies, conclusions, implications and consequences |  |  |  |

**Sample Grading Rubrics [Delete/Edit as needed]**

**Assignment Grading Criteria**[Required if assigned as graded element – edit to suit your course]

Please carefully follow the instructions provided with the homework assignments located in the course weeks. Your grade will be based on the grading criteria listed below.

ASSIGNMENT GRADING CRITERIA

|  |  |
| --- | --- |
| **Percentage** | **Criteria/Expectations** |
| 0% | Not turned in, OR late submission, OR not original work |
| 50% - 69%  25-34 pts | **Incompleteness AND Poor Quality**  (\*Incompleteness means the student hasn’t accomplished all required assignments by due date; Poor Quality means the demonstration of misunderstanding on concepts AND major spelling/grammatical errors (more than 10) |
| 70% – 79%  35-39 pts | **Fair**  (\*Fair means the student has accomplished all required homework by due date; however there is major mistake in explanation of concepts OR major spelling/grammatical errors (between 6-10) |
| 80% – 89%  40-44 pts | **Good**  (\*Good means the student has accomplished all required homework by due date; also there is only minor mistake in explanation of concepts OR minor spelling/grammatical errors (between 1-5) |
| 90% - 100%  45-50 pts | **Excellent**  (\* Excellent means the student has accomplished all required homework by due date; also there is no mistake in explanation of concepts AND no grammatical/spelling errors) |

**Discussion Guidance & Grading Criteria** [Required if assigned as graded element – edit to suit your course]

**General Guidance:** As the substitute for traditional classroom discussion, the online Discussion is the most valuable part of course as it not only refreshes textbook knowledge but also triggers critical thinking. You are encouraged to summarize key points, raise questions, contribute ideas and opinions, and share real-world examples or experiences.

**When:** each Week

* + Quantity: You need to post AT LEAST one initial posting by Sunday, and one reply to classmates' postings by Tuesday before the close of the week to receive credit. Note: Just to meet two postings is not sufficient to receive full credit. Your weekly grade will be determined more by the quality and due diligence of your postings.
  + Quality: Again, meaningful and insightful postings are expected. The bottom line is the entire class will “LEARN FROM EACH OTHER” from meaningful and substantive discussions.
  + Due Diligence: continuous effort is required. Please don't procrastinate and wait until the last couple of days of the week or all in one day crammed into a few minutes.

THREADED DISCUSSION GRADING CRITERIA

|  |  |
| --- | --- |
| **Percentage** | **Criteria/Expectations** |
| 0% | If you do not participate at all in the class discussion, you will not receive any points |
| 50% - 69%  10-13 pts | Minimal initial posting that demonstrates insufficient depth of thought given to the topics and/or failure to grasp concepts from readings, instruments, lectures, etc., with little or no interaction with other students AND / OR significant grammar and spelling errors |
| 70% – 79%  14-15 pts | Substantive initial posting about the stated topics, but with non-substantive or no replies to other students’ postings OR initial postings and responses of average substance and/or poor grasp of concepts |
| 80% – 89%  16-17 pts | Substantive initial posting about the stated topics PLUS at least one substantive response to another student's point-of-view OR initial postings made after Sunday of each week AND some errors in spelling / grammar |
| 90% - 100%  18-20 pts | Substantive responses to the topics posted by Sunday at noon, two substantive response to other students' postings, plus the posing of questions that move the discussion forward and/or exemplary practical application of concepts AND only a minor error or two in spelling / grammar |

**Policy On The Americans With Disabilities Act – Additional Course Resources**

Please review the **UD and eCollege ADA policy** and resources on **Syllabus Part 2.**

The tools below are used to present course-specific materials.  Learn how each tool is making technology accessible:

* YouTube
* Adobe PDF reader
* Microsoft Office & Additional Products
* Additional websites/resources:  text equivalent information is available for all non-text items.  If you need additional assistance with any of these resources, please contact your instructor.

**Part 2 of your Syllabus contains additional info regarding Gupta COB/University-specific policies. You can find Syllabus Part 2 in your eCollege course.**