

UC 1900
Bobcat Business Learning Community
Fall Semester 2019

<u>Instructor</u>	<u>Learning Community Leader</u>	<u>Class Information</u>
Robert L. (Lenie) Holbrook	Bethany Hartmann	Thursdays 10:30-11:50
Copeland Hall 308	bh856816@ohio.edu	Copeland Hall 233
holbrook@ohio.edu (740) 593-2077		1 credit hour
Office Hours: T/Th 1:30-2:30, W 9:00-11:00		

Course Description:

The Bobcat Business Learning Community Seminar, UC 1900, is designed to assist in the engagement of first-year students and serves as the primary integrating factor of the Copeland Core, a required, four-course learning community for all incoming college freshmen. This course provides a weekly, small group setting that allows students to more fully discuss the learning objectives of the Copeland Core's other courses (BA 1000, BA 1100, and BA 1500) and to have a successful, positive transition to Ohio University. It also provides a weekly setting for students to support each other as they progress through the first semester of college and to become familiar with the resources, activities, and support systems available in the college, university, and Athens community. The seminar is also designed to begin building a sense of professionalism, pride, and community among the college's students, faculty, and staff.

Required Text:

There is no required text book.

Course Objectives:

Course objectives are organized into two broad categories: Transition to Ohio University and an Introduction to the College of Business.

Transition to Ohio University Learning Objectives:

1. Develop an awareness of campus resources available to support students at Ohio University.
2. Develop an understanding of the importance of getting involved in leadership, service, and development activities, including an awareness of organizations and activities available on campus and in the community.
3. Gain an understanding and working knowledge of Ohio University's policies and procedures, academic programs, expectations, and opportunities for student development.
4. Participate in assessment and reflection activities to be better understand personal interests, skills, and values in relation to goal-setting, identifying majors, and life/career planning issues.
5. Participate in and help facilitate the development of a support system among the instructor, peer mentor, and students, including participation in study groups and other class-related activities.

Introduction to College of Business Learning Objectives:

1. Develop an awareness and understanding of the COB Advantage (Learn. Apply. Transform) – a four-year personal and professional development strategy to reach academic and career-related goals.
2. Emphasize the importance of credibility, ethics, and professionalism.
3. Begin developing critical skills needed to succeed in today's global economy, including communication, critical thinking, problem-solving, multi-cultural awareness, leadership, and career management.
4. Strengthen your professional presence and begin building a sense of pride and community among the college's students, faculty, and staff.
5. Develop an understanding of the importance of maintaining an awareness and knowledge of current events and major trends affecting business.
6. Interact with fellow students and faculty members to begin developing a personal business network.

Expectations:**1. Attendance and Participation:**

Because both national and Ohio University studies show a direct relationship between classroom attendance and grade performance, and since much of the course involves discussion and active participation, you are expected to attend every class. Attendance will be taken at 10 randomly chosen class meetings. If you are in class, you will earn 5 points. If you miss class, you will earn 0 points. If you believe there is justification to excuse your absence from class, please see your instructor to discuss.

2. Promptness:

- a. Because it is unfair and disrespectful to your classmates for you to arrive late to class, you are expected to arrive on time. You may be counted absent if you do not arrive on time.
- b. All assignments and papers need to be submitted using the appropriate Turnitin.com drop box by the beginning of class. If your absence is not excused by your instructor, late assignments will be penalized 10% for each day they are late.

3. Preparedness:

- a. You are expected to be prepared by completing writing and reading assignments before class. If you are unprepared, neither you nor the class will benefit as much from the discussion.
- b. Each assignment should be completed using the journal form (to be provided).

4. Ethics:

- a. You are expected to be courteous and respectful of your instructor and fellow students. You will be exposed to a variety of viewpoints, values, and opinions in college and throughout life that will differ from your own. We want everyone in the UC 1900 class to feel comfortable expressing their viewpoints and concerns; you are an important part of creating an atmosphere that will make that possible.
- b. You are expected to adhere to the standards of academic integrity (see next section).

5. Academic Integrity

“As an academic community, Ohio University holds the intellectual and personal growth of the individual to be a central purpose. Its programs are designed to broaden perspectives, enrich awareness, deepen understanding, establish disciplined habit of thought, prepare for meaningful careers, and thus to help develop individuals who are informed, responsible, and productive citizens” (Ohio University Mission Statement). Part of this process includes the expectation that students will be honest and forthright in their academic endeavors. All forms of academic misconduct are prohibited by the Student Code of Conduct, and will be dealt with accordingly and with the utmost seriousness.

Academic Misconduct is a Code A violation of the Ohio University Student Code of Conduct. Academic Misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as your own (plagiarism), or knowingly furnishing false information to the university.

If you are found to be involved in academic misconduct, you will receive an “F” grade on the project or for the class and a referral to the Director of Judiciaries with the possible sanctions of suspension or expulsion. If you would like additional information about Academic Misconduct or the Ohio University Student Code of Conduct, please consult <https://www.ohio.edu/communitystandards/code-of-conduct.cfm>.

6. Electronics:

We will periodically use electronic devices in class, but when we are not required, turn them off and put them away.

7. Accessibility Services:

If you feel you need an accommodation based on the impact of a disability, contact me privately to discuss your specific needs and provide the written documentation from the Office of Student Accessibility Services. If you are not yet registered as a student with a disability, please contact the Office of Student Accessibility Services (www.ohio.edu/uc/sas) at (740) 593-2620 or visit their office in 348 Baker University Center.

8. Duty to Report Sexual Misconduct:

If the instructor learns of any instances of sexual misconduct, relationship violence, stalking, or other forms of prohibited sexual misconduct, he is required to report them (all university employees are mandatory reporters if they learn of sexual misconduct). If you wish to share such information in confidence, please contact one of the many confidential resources listed at <https://www.ohio.edu/equity-civil-rights/Resources.cfm>.

Grading and Evaluation

You will receive a letter grade for this course. **Be aware that you will not be allowed to retake this course for a better grade at a later time.** You are strongly encouraged to monitor your own progress in this and other courses.

ASSIGNMENT	POINTS POSSIBLE
Attendance (10 randomly chosen meetings X 5 points)	50
Attendance – LCL Events (3 study sessions, 1 cultural event, 1 social event)	25
Escape Room (Various Times on 11/11, 11/18 and 11/25)	25
Journals	100
Total Possible Points	200

GRADING SCALE (PERCENTAGES / POINTS)				
A 92.5-100 / 185-200	B 82.5-87.4 / 165-174	C 72.5-77.4 / 145-154	D 62.5-67.4 / 125-134	
A- 90-92.4 / 180-184	B- 80-82.4 / 160-164	C- 70-72.4 / 140-144	D- 60-62.4 / 120-124	
B+ 87.5-89.9 / 175-179	C+ 77.5-79.9 / 155-159	D+ 67.5-69.9 / 135-139	F < 60 / < 120	

Description of Assignments

1. **Attendance (75 Points):**

There are two major components to the Attendance grade. Attendance will be taken at 10 randomly chosen class sessions. Students will be awarded 5 points for attending class – 0 points for not attending. Students can also earn 25 points for attending 5 Learning Community Leader events as outlined in syllabus.

If you know ahead of time that you need to miss a class, you are still expected to submit your assignments on time via Turnitin.com. If you have a legitimate excuse for missing a class or one of the outside-of-class events (e.g. major illness, personal/family emergency), you should discuss this excuse with your instructor. If the instructor determines that you have a legitimate, excused absence, partial credit, make-up work opportunities, and/or waiving the 10% per day penalty for late work may be applied to your situation. The most important step you can take is to communicate with your instructor or LCL as soon as possible if issues arise that affect your ability to attend class or complete assignments.

2. **Escape Room (25 Points):**

At some point during the two weeks before Thanksgiving break, students will participate in an **Escape Room** developed by the Career and Student Success Center as a member of a team. This learning activity is designed to allow individuals to continue developing communication, problem-solving, creativity, and team effectiveness skills. If your team successfully makes it out of the Escape Room, each student will earn 25 out of 25 points. If the team does not successfully escape, you will earn 20 points.

3. **Journals and Other Assignments (100 Points):**

Throughout the semester, students will submit journals, reflection papers, and other assignments. Each **Journal** will typically take 1-2 pages to complete (single-spaced) and valued at 10 points (80 total points). Students are also required to complete a special **Selfie Digital Scavenger Hunt** journal early in the semester as a way to learn more about the campus, community, and critical resources at the university and in Copeland Hall. This activity is valued at 10 points. The **17 Minutes of Hello** (individual) meeting is another special journal requirement valued at 10 points.

Schedule of Class Meetings / Assignments

Week	In-Class Activities	Assignments Due
1 8/29	<ol style="list-style-type: none"> 1. Introductions / Icebreaker 2. Copeland Core Overview 3. Course Introduction and Syllabus Review 	No Assignment Due
2 9/5	<ol style="list-style-type: none"> 1. Weekly Check-In / Announcements 2. Discuss Reflection Journal and Components of Success in College 3. Discuss Scavenger Hunt Assignment 	<p>Journal #1 (10 Points): Looking Back / Looking Ahead Write a 2-page reflection (i.e., shows evidence of careful thought) piece addressing the following:</p> <ol style="list-style-type: none"> 1. What were you like in high school (academic, personal, out-of-class interests and activities)? 2. Looking back at yourself in your freshman year of high school, how are you different now and what is the most important lesson you learned in high school? 3. In what three major ways do you think college will differ from high school? 4. What are you most excited about for this semester? 5. What most concerns you about this semester? What might help alleviate your concerns? 6. What personal characteristics, qualities, or strategies do you think will be most important for success in college? 7. What is your plan for the majors, minors, certificates, and outside of class opportunities you plan to pursue in the College of Business? 8. What are three goals you have for this semester?
3 9/12	<ol style="list-style-type: none"> 1. Weekly Check-In / Announcements 2. Discuss Leader-Member Exchange and Implications for Class Success 	<p>Journal #2 (10 Points): Scavenger Hunt Take a selfie (i.e., you must be visible in the photo) of the following 10 locations or items on campus:</p> <ol style="list-style-type: none"> 1. Any Campus Resource (https://www.ohio.edu/uc/firstgen/campus-resources) 2. COB Lawn and Parade Grounds 3. Mural/Graffiti Wall 4. COB Career and Student Success Center 5. Emeriti Park 6. The COB Dean's Suite 7. Donkey Coffee 8. "The Kissing Circle" Plaque 9. The Bronze Bobcat 10. Any selfie of you from first two weeks doing something on campus or at a spot/place you like. <p>You may work alone, but are encouraged to complete this assignment with one or more classmates. Upload a Word File to Turnitin.com with selfies from all 10 required locations.</p>

<p>4 9/19</p>	<ol style="list-style-type: none"> Weekly Check-In / Announcements Discuss On-Campus Resources Discuss HIGH5 and CareerLeader Assessments 	<p>A. Complete the HIGH5 Assessment (https://high5test.com/test/) (10-15 minutes)</p> <p>B. Journal #3 (10 points): HIGH5 Assessment Reflection After completing the assessment and reading the explanation of each of your strengths (note: you do not have to buy the full report), answer the following questions:</p> <ol style="list-style-type: none"> What are your HIGH5 and what do they mean (read the explanations provided, but do not copy)? What surprised you most about them? How are the results similar or different than the outcomes of the CareerLeader assessment you completed in BA 1000 (150+ words)? How can you use this self-awareness about your strengths from the HIGH5 Assessment and the CareerLeader assessment to help you improve as a student and developing professional (150+ words)?
<p>5 9/26</p>	<ol style="list-style-type: none"> Weekly Check-In / Announcements Time Management Strategies 	<p>Journal #4 (10 points): Ted Talk Reflection</p> <ol style="list-style-type: none"> Watch the Ted Talk, "Inside the Mind of a Procrastinator," by Tim Urban (https://www.youtube.com/watch?v=arj7oStGLkU). After you watching the video, please address the following (200+ words): <ol style="list-style-type: none"> What takeaways do you have from the Procrastinator Ted Talk? What time management strategy could you implement to help you avoid procrastination and falling behind on your assignments and responsibilities?
<p>6 10/3</p>	<p>NO CLASS MEETING</p> <ol style="list-style-type: none"> Workplace of the Future – The Impact of Robotics, Automation, and Artificial Intelligence Well-Being Workshop and COB Cares Student Organization 	<p>Attend the Well-Being Workshop (Copeland 104) on Thursday, October 3 @ 6:00pm</p> <p>Journal #5 (10 points): Navigating the Workplace of the Future Reflection</p> <ol style="list-style-type: none"> Watch the following two videos about robotics, automation, artificial intelligence (AI), and machine learning: <ol style="list-style-type: none"> What is Artificial Intelligence? (https://www.youtube.com/watch?v=mJeNghZXtMo) Robots And AI: The Future Is Automated And Every Job Is At Risk [Automation, Pt. 1] (https://www.youtube.com/watch?v=rnBAdnNIIxk) Address the following: <ol style="list-style-type: none"> Provide two takeaways you have from the videos on automation, AI, and other technologies (150+ words for each takeaway – 300 total). Do you think automation, robotics, AI, and machine learning will affect the careers and professions you are currently considering and is there anything you can do to prepare for this future now and after you graduate? (150+ words).
<p>7 10/10</p>	<ol style="list-style-type: none"> Weekly Check-In / Announcements Academic Advising and Discussion of Spring Scheduling 	<p>Your instructor and LCL will host an in-class advising session, discuss spring scheduling, and your progress in becoming involved and professional development.</p> <p>Journal #6 (10 points): Well-Being and Stress Management Use the handout provided at the workshop to record your answers, then type them into your journal.</p>

<p>8 10/17</p>	<p>1. Weekly Check-In / Announcements 2. Mid-Semester Review</p>	<p>No Assignment Due There will be an in-class discussion about the first half of the semester, your well-being, what you can improve or work on the rest of the semester, and how the class can be improved the rest of the term.</p> <p>Journal #7 (10 points): 17 Minutes of Hello Fill out the interview form and bring it to our scheduled meeting. I may not ask about everything on the form and I reserve the right to ask about items not included on the form. You must complete your one-on-one meeting with me <u>by October 14</u> or you forfeit these points. Be proactive. Do not wait until the last day or two and expect me to fit you in my busy schedule. I expect to conduct no more than 2-3 interviews per day and may be unavailable during weekends.</p>
<p>9 10/24</p>	<p>1. Weekly Check-In / Announcements 2. Personal and Professional Values and Work-Life Balance</p>	<p>Journal #8 (10 points): Measuring Up Reflection</p> <ol style="list-style-type: none"> 1. Read "How Will You Measure Your Life?" by Clayton Christensen, Harvard Business Review, July/August 2010, Volume 88, pp. 46-51. Use the university's Business Source Complete database on the library's home page (https://www.library.ohio.edu/) to locate the article. 2. Write two separate takeaways (200+ words each) you have after reading this article.
<p>10 10/31</p>	<p>1. Weekly Check-In / Announcements 2. Ethics Workshop 3. Service Learning and Business Making a Difference</p>	<p>Journal #9 (10 points): Personal Ethics Mission Statement</p> <ol style="list-style-type: none"> 1. Construct the first draft of a Personal Ethics Mission Statement. 2. You are basically free to develop a personal ethical mission statement in any fashion you wish. However, there are two basic components that must be included in your mission statement: <ol style="list-style-type: none"> a. Include a sentence or two that broadly describes your ethical mission statement. In other words, if you only had room on a resume or document to share your basic ethical values, what one or two sentences would you use to summarize your overall positions/vision? b. Include a values/virtues section which has two components: <ol style="list-style-type: none"> i. List all of the core values/virtues/characteristics that you believe represent your personal code of ethics – values that are critical to personal and career success – and that you wish to possess throughout your career. You need to identify at least three values. ii. For each value you identify, please define what each one means to you and why you believe they are important values to possess.
<p>11 11/7</p>	<p>NO CLASS MEETING</p>	<p style="text-align: center;">Attend the Diversity and Inclusion Workshop (Copeland 104) on Thursday, November 7 @ 6:00pm</p>
<p>12 11/14</p>	<p>NO CLASS MEETING</p>	<p>Escape Room Activity</p> <p>Journal #10 (10 points): Diversity and Inclusion Write a reflection piece with two separate takeaways (200+ words each) after attending the workshop.</p>

13 11/21	NO CLASS MEETING	Escape Room Activity
14 11/28	NO CLASS MEETING	Happy Thanksgiving! (Be sure you finish the Escape Room Activity before leaving campus)
15 12/5	<ol style="list-style-type: none"> 1. Weekly Check-In / Announcements 2. Course Evaluation and Debrief 	<p>No Assignment Due Okay, technically there is an assignment. Please complete/submit your Learning Community Post-Test.</p> <p>Journal #11 (10 points): Escape Room Write a reflection piece with three separate takeaways (200+ words each) after completing the activity.</p> <p>Note: you must have been excused from a previous assignment to complete/get credit for this journal. This is a makeup assignment and not an opportunity for bonus points.</p>
16	FINAL EXAM WEEK	No UC 1900 Meeting. Go Forth and Succeed on Finals!