Application for Honors Section of Existing Course

Instructor(s): Lynne Muñoz

Date: 11/14/11

Course Name and Number: BUS& 101, Introduction to Business

# of Regular Sections Offered/Quarter: 7-8 Quarter/Year of Proposed 1st Run: Spring 2012

In order to designate a section of a course as “HN” (Honors)-section, this application must be approved by Honors Council based on the criteria set out in the Honors Charter. Honors Council will assess the application based not on the number of criteria satisfied but how and to what extent specific criteria will be satisfied. It’s about quality, not quantity! From the 8 Honors course criteria set out below, please check off the ones your proposed Honors section will satisfy; and for each criterion checked, indicate in the space provided how your proposed Honors section will satisfy the indicated criterion (in a way that distinguishes it from non-Honors counterpart sections of the same course). Please be specific and include criteria and supportive information only if unique to your proposed section. You may expand any criterion box in which you’d like more space.

More Rigorous Assessment Standards

Students would complete three projects in the Honor’s section:
1) Marketing Project that includes a written paper and a prototype of a new product or packaging.
2) Stock Market Game hosted by MSN.com, which is a professional stock market training program. Students track their investments over ten weeks and write a final summary of their work and earnings.
3) Executive Summary, where students synthesize all of the course content into a written document proposing the start-up of their own business.

Additionally, students would complete a weekly quiz and a bi-weekly article review throughout the quarter to emphasize individual chapter lessons and current events both locally and globally.

Additional Writing or Communication Requirement

The additional writing and communication requirement would be imbedded into the three projects listed above. The Marketing Project would be a two-week long experience during Weeks 7 and 8. The Stock Market Game and Executive Summary could be culminating written projects completed in Week 10 and Finals Week. However, the work and documentation for the projects are planned to be on-going throughout the quarter. We would start the Trading Game in Week 1 and the Executive Summary about mid-quarter.

Cross-Disciplinary Approach
**Emphasis on Activities Performed by Professionals in Your Field**

BUS& 101 is a required course on the Business ATA and a recommended elective for the Business DTA. Since the course is part of a Professional Technical program (the Business ATA), we have an active Advisory Board made up of business professionals and leaders from the local community. The honor's section would invite professionals from the advisory board and other local business leaders from the community to be guest speakers/lecturers in the classroom. The purpose of inviting these guests to interact with students is to expose students to the activities performed in business, marketing, and related leadership activities on a first-hand basis. These professionals can later become mentors or host internship sites for students pursuing those experiences.

**Use of Synthesis, Analysis and Critical Thinking in Teaching Materials**

The addition of the three projects (Marketing, Executive Summary, Trading Game) would require that I teach in a manner that captures current events and makes the daily lessons relevant to students' lives as opposed to just a historic perspective and terminology definitions. The project outcomes require students to synthesize what they've already learned by creating unique, one-of-a-kind documents. This requires critical thinking and getting students to connect dots about current events, global events and their impact on the American business system and economy. We would use current events and business-centered topics from relevant business journals, YouTube clips, Internet resources, and personal discussion to enhance the learning environment.

Our classroom (Olympus Hall 125) is equipped with wireless laptops and rolling white boards, which students can use during class for research (the laptops) and diagramming or sharing responses (white boards) in small groups that share out to the larger class. Students would also be given access to the instructor's station to demonstrate and show their work during class sessions.

**Requirement that Students Demonstrate Synthesis, Analysis and Critical Thinking in Assessments**

1) Students would be required to include current events and their personal experiences on a weekly basis to document their MSN.com Trading Game progress and incorporate all of the quarter's data into a final written report.

2) The Executive Summary is an executive brief, which is a specific writing style like a business plan, but more succinct. This would be a comprehensive report that reviews all ten weeks of the quarter and requires students to synthesize all of the course work into a proposal for starting their own business. Critical thinking skills would be required to assess their proposed budget, management, and ownership choices as they build their organization on paper. This document could be carried forward with students who take BUS 200, Principles of Management, and/or BUS 150, Principles of Marketing.

**More Active (Student-Centered) Learning**

1) Students would have the choice to work together in pairs or small teams to develop their Marketing Projects.

2) Students would participate in weekly discussions, titled 'table talk' (each table seats four-five students together) regarding how their investments are going in the MSN.com Trading Game. Students could compete for the high earnings of the week and share tips and tricks as they earn or lose money. We
would also discuss current local and global events and their impact on American investments and the
Stock Market Exchange.
3) Lecture time would be reduced and replaced with student discussion topics. Lecture topics could be
given to small groups in the form of a business problem that needs solving so students could utilize
research and conversation to develop a solution. Students would be given time and access to utilize the
laptops, textbooks, and discuss ideas; then share their group's solution with the rest of the class.
Students would be coached on how to present their information in a meaningful way for business such as
using tables, graphs, charts, summary bullets, etc. This format also helps students gain basic public
speaking skills in front of small groups and a class of 40 students when they are required to discuss and
share answers with their teams and report out to the full class.

✗ Experiential Learning

1) Students would be engaged in experiential learning by trying their hand in the stock market. Students
set up an account using MSN.com Trading Game to buy and trade stocks and commodities. This 'game' is
extremely realistic and would give students a personal experience with the Stock Market and related
decision making.
2) Students would have an opportunity to create an original marketing project. The project would
provide an experience for students to take the basic marketing concepts presented in lecture and create
a mock-up or prototype of a product that solves a problem for consumers. Another aspect of the project
would be to create a new package design for an existing product. The emphasis would be on creating an
original idea, writing an explanation, and drawing or digitizing an example of the final package. The
problem students would experience solving with packaging is to better promote a product for their
niche market AND reduce waste and consider sustainability issues regarding packaging of products used
in the consumer market.
3) The culminating project for the course would be an Executive Summary. This experience would give
students the opportunity to design a business of their own. The project requirements will summarize the
course content, and students would have to develop original materials for their projects including the
following: Mission/Vision, Logo Design, Business Name and Description, Ownership Decisions, HR
Organization, Management Style, Marketing Concept, Employee Hiring Practices, Financial Structure,
and Operating Budget.

That's it!! Submit hard copy or electronically to Peg Balachowski or Carrie Wyatt. Keep a copy for yourself.
include letter of approval including instructions for scheduling H-sections

Other:

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<th>Date</th>
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<td><strong>/</strong>/____</td>
<td>Applicant(s) notified of disposition and sent letter of instruction re: scheduling H-sections → copies to relevant Dean and AA at same time → Enrollment Services to be notified w/in 7 days</td>
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<td>Enrollment Services notified of HN-Section approval and sent e-copy of this document</td>
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<td>Applicant(s) confirmed H-section scheduled → remind Enrollment Services of need to restrict registration to those with entry codes for first 2 days of early registration—must notify Enrollment Services at least one week before early registration begins</td>
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<td>Enrollment Services asked to require entry codes for first 2 days of early registration</td>
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<td>Notification to Honors program students—contact CW or PB for entry codes for course and register during 1st 2 days early registration →</td>
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<td>Enrollment Services asked to open registration for course after 2nd day early registration</td>
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