

Wayland Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Contact Information

Course: MGMT 3330 - VC01 – Small Business Management

Campus: WBU-online

Term/Session: Summer 2022 (May 30-Jul 23-2022)

Instructor: Dr. Randolph Smith, Ph.D.

Office Phone Number/Cell #: 210 685-9739

WBU Email Address: Randolph.smith@wayland.wbu.edu

Office Hours, Building, and Location: On-line Virtual

Class Meeting Time and Location: Virtual 24/7-No Calls Nor Text 10:00 PM-7:00 AM

Textbook Information

Required Textbook(s) and/or Required Materials:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#
<u>Small Business Management</u>	Byrd	8th	2018	McGraw-Hill	9781-25953-8988

*The textbook for this course is part of the **Wayland's Automatic eBook** program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore [Automatic eBook FAQ](#) page.*

Optional Materials: American Psychological Association (APA) Publication Manual 7th edition information or on-line APA versions (information may be free), or school library.

Course Information

Catalog Description:

Formation and establishment of successful small business in the American economy.

Prerequisite:

None

Course Outcome Competencies:

- Explain the role of small business in the American economy.
- Define the processes within a small business, as well as the management of small business, to include forms of ownership, franchising, legal aspects of ownership, accounting records and financial statements, management and employee relations, and government and small business interaction.
- Demonstrate proficiency by preparing a small business plan.

Attendance Requirements

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

University Policies

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded

from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, trifilot@wbu.edu or call (806) 291-3745.

Student Grade Appeals: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](#)

Course Requirements and Grading Criteria

Mid-Term exam- On-line - <i>Not Proctored</i> 20 pts (20%)	Due week 4 Sat mid-night CST
Small Business Plan 20 pts (20%)	Due week 7 Sat mid-night CST
Weekly Posted Discussion and Responding to fellow student-20 pts (20%)	Due Saturdays by mid-night CST
Weekly Assignments: Building the Business Plan 20 pts (20%) Use, Cover sheet, Text, References, etc.	Due Sunday upcoming week- by mid-night CST.
Final Exam – On-line - <i>Not Proctored</i> 20 pts (20%)	Due week 8 Sat mid-night CST

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Tentative Schedule

Week 1: Chapter 1,2-Introductions, Assignment

Week 2: Chapter 3,4 and Assignment or
Week 3: Chapter 5,6,7 and Assignment
Week 4: Chapter 8,9 -Mid-term Exam (On-line Not Proctored)-Assignment
Week 5: Chapter 10,11 and Assignment
Week 6: Chapter 12,13 – Assignment-Draft Bus Plan
Week 7: Chapter 14,15 /Small Business Plan Due
Week 8: Chapter 16-Final-Exam(On-line Not Proctored)

Additional Information

Mid-term and Final exams are NOT PROCTORED will be on on-line and maybe password protected. Mid-term due by end week 4- Sat Mid-night CST. Final exam due by end week 8 Mid-night CST.

Do not submit any assignment by E-mail unless the Professor pre-authorizes it. American Psychological Association (APA) format is to be used when writing discussions or papers. When using researched material. Always cite sources in-text whether paraphrased or directly quoted. List reference source page.

DISPOSITION OF STUDENT SMALL BUSINESS PLAN PROJECT:

Typical Requirements: (Text: Byrd/Megginson Chapt 6)

- 1) Cover Sheet
- 2) Table of Contents
- 3) Executive Summary
- 4) Management Structure History
- 5) History
- 6) Description of the Business
- 7) Definition of the Market
- 8) Description of Product or Services
- 9) Objectives and Goals-Marketing Plan
- 10) Financial data
- 11) Appendixes
- 12) Cites References in APA Format as applicable to Plan (Instructor Added)**

Students must create a small business plan for an existing business or fictitious one. Student must be listed as part of the Management structure as Owner, Co-owner, consultant, etc. This is due at week 7 Saturday by mid-night Central Standard Time (CST). Use pages double-spaced. Proper grammar, punctuation and general writing mechanics are to be used. The business plan is to be a word doc or PDF. NOTE PDF'S upload better with less problems. It must be sent through the Assessment or Assignments section under the weekly lessons or tools section on Blackboard.

Students are required to use the American Psychological Association (APA) publication guidelines as applicable. **Small Business Plans late by one day may cost the student a letter grade. Late business plans will cost 1 points per day late. This is in addition to normal deductions. No assignments will be accepted after the last day of class. The student will receive a 0 grade if no assignment was submitted.**

There will be lecture notes, discussions postings, Power-point slides if available, reviews, scenarios, assignment, summaries and written reports or projects. Other forms of multimedia will be used as deemed necessary to enhance the learning experience. Students should review each link to be familiar with the contents.

Quizzes/Tests/Exam: may be given at various places to assess knowledge before the mid-term and final exam. Quizzes may be used to augment the evaluation criteria. Quiz review sheets may be available.

Instructor information for students will be posted to the Assignments area. The student must go into the discussion or tools area and post personal information.

Format: This is an on-line course, and you are expected to participate in weekly discussion boards. This course will require some research, discussions, and some quizzes.

Assignments or Summary: Assignments will be posted as required by course. The student is responsible for reading the information and adhering to the projects. **Assignments would be weekly parts of the Business Plan that are combining together to form a final business plan document.** This would include cover sheet, in-text citations in APA format and reference sheet. When needed. Post only one updated document each week.

Discussion Postings: The professor will initiate a discussion board. There may be 1-4 items. Students are encouraged to participate and used proper written language and etiquette. Participation in the discussion board takes the place of live classroom interaction. Your participation will include a minimum of two postings. The main post to answer the discussion question. This also includes one response minimum to one other student per post question. Student must also post the name of the fellow student to whom they responded, in their own original post. Note: When answering questions as an example use the WK 1 Q2 in the title or the Subject item. Use in text citations and reference source at the end of the paragraph. I understand you may want to change the title to be creative. However, be creative in the text not the title response.

When a student post to a discussion questions the name of the student to whom they posted must also be listed at the top or bottom area. If directions and proper APA formatting is not done deductions will occur.

Students are not to confuse the due date with the Instructor grading time. The Instructor can grade any time a post or assignment is submitted. If a student has posted a discussion question answer but not the post to a fellow student nor added the fellow student's name to the discussion post . Then deductions will occur. The Instructor is not waiting on a student to edit an assignment that should have been done correctly before submission. The Instructor will not re-grade an assignment just because the student edited it after it was graded.

Again, the Instructor does not have to wait until the due date to grade. The due date is for the student. **Discussions due Saturday Mid-night Central Standard Time. After that they are considered late. The discussions close out weekly. Students may not have access after Sunday mid-night. Recommend you copy the discussions to a word document, if the student needs to go back and read something.**

First to Post:

If a student is the first to post and there is no one else. State you are the first to post. If you are not the first to post and there is someone to respond to. Then you have a chance to post a response to a fellow student, regardless of who it is. That way if discussion is graded early, you are safe. Also, other normal deductions still apply in any case.

The person who posts first will have a 48 hour grace period to respond to a fellow student. However, **if the professor decides to grade early in this person’s case.** Then there will be no deduction for not posting to a fellow student before the 48 hour grace period. As long as they have already written first to post.

If the Professor grades later than the 48 hours grace period. The student should have edited and added the fellow student’s name to their discussion before grading occurs. Otherwise, points will be deducted for that missing assignment. Students do not know when the Professor grades.

Best solution is to make sure all items are read before submission. A student can post to a fellow student first then do their main discussion afterwards. This is a method to help eliminate some deductions.

Instructor Response to Discussion Board Posts:

Please remember that I am viewing all comments made. I will give feedback that may be considered minimal to the person. If any one feels that he or she needs more comments please let me know by E-mail. If I have not E-mailed you back in 48 hours please call or send a message through the Blackboard Message E-mail system, or the Wayland E-mail address. If all else fails please give me a call on my cell phone and leave a message, or text. I try to get to everyone. I do not use calls after 10:00 PM to 7:00 AM.

I will look at every post. I will respond to as many as possible. There will be over 120 per week. If I have not responded to at least one of your posts, or graded an assignment that week, or a responded to another peer please send me a message. In addition, I may respond in a few words or many. It is difficult to answer 200-300 words to each student each post. It would take weeks. In spite of this the student comments usually are still exceptional.

Post Business Plan or papers to the Assignments/Assessments Section Under the Tools Section or Course Content or weekly lessons. Use the Discussion Board for weekly Discussions

Course Conduct:

No make-up exams after the Saturday or Sunday CST deadline; has expired, unless it is an extreme emergency. **Contact the Instructor first.**

Otherwise No late exam assignments will be accepted.

Do not submit assignments by E-mail unless pre-confirmed by the Professor.

Assignment or Summary Rubric				
Criteria	90 - 100% (2.86) pts	80 – 89% (2)	70 – 79% (1.5)	Below 70% Poor (.5 or below)

Completeness	Complete in all respects; reflects all requirements Uses APA format in in text citations, When paraphrasing or directly quoting	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Analysis, evaluation, or recommendation	Presents detailed, realistic, and appropriate information, or recommendation, clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate information, or recommendation supported by the information presented and concepts from the reading	Presents realistic or appropriate information, or recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
Research	Supplements case study with relevant and extensive research into the subject matter; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the subject matter; documents all sources of information	Supplements case study with limited research into the subject matter; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

Discussion Rubric:

	<70% (below 1.5 to 0) pts	70%-79% (1.5)	80%-89% (2)	90%-100% (2.5)
Business Acumen	Does not demonstrate competence in course concepts, either by lack of connection to concepts in	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use

	contributions, or by misrepresenting concepts when used.	and the depth of content coverage.	room for improvement in terms of consistency, and level of detail.	of concepts. Uses APA in-text citations when paraphrasing or directly quoting.
Critical Thinking	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Work with peers through posts ; Facilitates content coverage. Critically examines arguments, alternatives, and analyses.
Personal Effectiveness	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a negative impact.	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a variety of contribution guidelines.	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.

Business Plan Project

Criteria:	90 - 100% (20-18) pts	80 – 89% (17-16)	70 – 79% (15-10)	Below 70% Poor (10-0)
1) Cover Sheet	Missing at least one category, other deductions.	Missing at least two categories, and other deductions	Missing at least three categories or more, in correct format, missing standard grammar,	Missing at least 4 categories, or other
2) Table of Contents				
3) Executive Summary				

4) Management Structure History 5) History 6) Description of the Business 7) Definition of the Market 8) Description of Product or Services 9) Objectives and Goals-Marketing Plan 10) Financial data 11) Use APA Format in text citations when needed.			etc.	deductions or No assignment turned in
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Faculty may add additional information if desired
Faculty can change the syllabus. In that case students will be notified.

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