

AP/ADMS 1010 3.00 S

EXPLORING THE FUNCTIONS OF BUSINESS

School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, York University

Winter 2021:

[Synchronous]

- *This course depends on remote teaching and learning. There will be no in-person interactions or activities on campus*
- *This section will meet weekly at the time indicated via Zoom. Thursday 11:30AM-2:30PM Toronto Time. You are required to be available during class time for lectures, meetings, and group presentations. Please see below for technology requirements for this course.*

Instructor: Alex Browning

Office Hours:

- *By Appointment: Can be scheduled on eclass Thursday 3-4 PM*

COURSE DESCRIPTION

This course provides a broad survey of the functional areas of business by engaging students in a critical discourse about management, its sub-disciplines, and the current issues and future challenges facing business. This discourse is reflected in the course readings, which pair classic management articles with writings from alternative or contradictory perspectives. Using a variety of media we will also examine current news stories to illustrate and assess the practical relevance of each of the management ideas presented. Students will be challenged to develop, articulate, and support their own thinking in relation to contemporary business issues. The course is intended to prepare students for success in the upper-level BCom course requirements.

LEARNING OBJECTIVES

By the end of this course students should be able to:

- Describe the scope and central concepts of management and the functional domains of business
- Identify and analyze the interplay of key economic, social, and environmental trends facing business, and their implications for different functional areas
- Critically analyze management texts and be able to describe and formulate alternative perspectives on a given management issue
- Write a clear and persuasive argument to support a chosen position or course of action
- Identify management area(s) and issues that are of particular interest in relation to upper level course concentration

COURSE READINGS AND TEXTS

1. Dyer, L. (2019). Critical Thinking for Business Students, 3e. Captus Press.
Available at the York U Bookstore (<https://www.bookstore.yorku.ca/>); an eCopy will also be made available – details to come
2. Article and chapter readings as listed in the Course Calendar
Available through the course website and York libraries

COURSE WEBSITE

<https://eclass.yorku.ca/eclass/my/>

TECHNICAL REQUIREMENTS FOR TAKING THE COURSE

Several platforms will be used in this course (e.g., Moodle, Zoom, etc.) through which students will interact with the course materials, the course director/TA, as well as with one another. Please review this syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted.

Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. Please be sure to email your instructor the name you intend to use online for course identification purposes.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Please review the [technology requirements and FAQs for Moodle](#).

To fully participate in this course, you are required to:

- Participate in weekly online Zoom sessions with your video turned on
- Coordinate remotely with group members to prepare and deliver a debate presentation with video

To fully participate in this course, please ensure that you have the following tech capabilities:

- Stable, higher-speed internet connection
- Computer with webcam and microphone, and/or smart device with the same

Computing resources:

[Student Guide to Moodle](#)
[Zoom@YorkU Best Practices](#)
[Zoom@YorkU User Reference Guide](#)
[Computing for Students Website](#)
[Student Guide to eLearning at York University](#)

ORGANIZATION OF THE COURSE

This course is asynchronous

1. Synchronous components include:

- Weekly class Zoom meetings at the time scheduled by the Registrar's Office and indicated above
- Group debates held during weekly class sessions
- The midterm and final exams

Just like in-class courses, you are expected to be attend all online classes and exams at the designated time.

COURSE COMPONENTS & EVALUATION

Writing assignments	20%	Weekly; see course website
Midterm exam	25%	Friday, February 26, 2020, 8:30-10:30am
Group presentation	20%	Weeks 9-12
Final exam	35%	Formal exam period

Writing Assignments (20% of course grade)

These weekly assignments are designed to help you absorb the course material while improving the effectiveness of your writing. Completed assignments are to be 1-page single-spaced maximum and will be graded for content, grammar, writing style, and formatting – details will be provided in class. The assignments are based on the weekly readings and are due 9:00PM the day before the related lecture. Assignments must be uploaded to the relevant eclass dropbox. The 20% writing assignment grade is broken down as follows:

Completion of assignments (10 weeks) 10%
 2 assignments randomly chosen for grading..... 10% (5% each)

Midterm Exam (25% of course grade)

The midterm will be written during Week 6. The exam will test material covered in weeks 1-5 including all assigned readings and all lecture content and may include a combination of multiple choice, short/long written answer, and case-based questions. Additional details will be provided during the term.

Midterm exam conflicts and missed midterm exams

If you are unable to write the regularly scheduled midterm exam for **academically legitimate reasons**...

1. Schedule Conflicts (e.g. religious accommodations; YU sports team participation, another YU exam): You must notify the course director in writing at least two (2) weeks (14 days) prior to the set date. Provide full details regarding the conflicting event and relevant contact where applicable (e.g. faith leader, coach, course director).
2. Illness: You must obtain an Attending Physicians Statement (APS; <http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) within forty-eight (48) hours of the exam, and submit it to your course director within seven (7) days (PDF or hard copy only).

Special note on COVID-19:

- *Special Note: Students are not required to submit a doctor's note or an Attending Physician's Statement in support of requests for deferred standing for courses impacted by the COVID-19 situation.*
- *If you haven't already done so, we strongly encourage you to connect with your course instructor(s) first to make other arrangements to complete outstanding work, as a deferred standing may not be necessary.*
- *Additional information:*
 - <https://myacademicrecord.students.yorku.ca/deferred-standing>
 - <https://myacademicrecord.students.yorku.ca/academic-petitions>
- 3. Accessibility Accommodations: If you are registered with Accessibility Services and are seeking alternate exam accommodation, you must follow the procedures of the Alternate Exam office (<https://altexams.students.yorku.ca/request-an-alternate-exam>). Be sure to check the required submission dates early in the term.

Approval to write a makeup midterm is at the discretion of the course director or relevant office. If you are approved to write you will be sent details regarding time and/or location of your makeup. If you do not receive an acknowledgement of your request within a few days of submitting documentation you should follow up with the course director. In all cases it is the student's responsibility to proactively address a missed or alternate exam situation. There is only one opportunity to write a makeup exam. Students who do not write either the regular or makeup midterm exam as scheduled will receive a grade of zero (0) on this component. Grades will not be reweighted to the final exam.

Group Debate Presentation (20% of course grade)

The group debate presentation will be based on a current affairs issue and groups must defend alternate positions with respect to that issue in a debate-style format. Presentations will be held

during the last four lectures (Weeks 9-12). All group members are required to actively participate in the presentation. Additional details will be provided during the term.

The course director will assign randomly constructed groups during the third week of class. The group is expected to manage all of its organizational and work assignment tasks with fairness and respect. The course director will be happy to mediate group issues provided assistance is requested in a timely manner.

Final Exam (35% of course grade)

The final exam will be scheduled by the Registrar during the final exam period – details TBA. The format may include a combination of multiple choice, short/long written answer, and case-based questions.

Students unable to write the Final exam must apply for a Deferred Standing Agreement

Student Research Participation (Bonus Course Credits)

Students in this course have the opportunity to participate in research studies (conducted through the NOESIS research laboratory at York University) in exchange for bonus credit, up to a maximum of 2% applied to your final course grade. Student participation in all studies is voluntary, and students may withdraw from any study at any time without penalty. Students who are unable or unwilling to participate in NOESIS research studies have the opportunity to review academic journal articles to earn up to 2% bonus course credit. Further information will be provided in class.

COURSE POLICIES

Late Assignments

Assignments not submitted as specified by the due date/time will receive a grade of zero.

Grade Reappraisals

Students may, with sufficient academic grounds, request that a grade in the course be reappraised. A written request for reappraisal must be submitted to the course director within one week of receiving your grade, and must specify (a) what the student would like re-graded (i.e. specific questions, entire exam, etc.) and (b) a clear justification for why re-grading is necessary. The course director may refuse to reappraise if sufficient academic grounds are not demonstrated. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For further information see:

<http://calendars.registrar.yorku.ca/2014-2015/policies/petitions/index.htm>

Communication with Course Director

Emails to the course director must include a professional greeting (e.g. Dear Professor X), the student's name, student number, and the course/section enrolled in. Emails not containing this information will not be responded to.

Turnitin

In this course all electronic submissions to Moodle dropboxes will be screened using turnitin prior to evaluation. turnitin is a plagiarism detection service that faculty use on a voluntary basis.

Additional student information can be found at

<https://moodle.yorku.ca/students/documentation/turnitin.html>

IMPORTANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS

There are a number of important policies that apply to all ADMS and DEMS courses. As a student in this course **it is your responsibility to carefully review, understand, and follow these regulations**. These policies cover the following topics:

- Deferred exams
- Academic Honesty
- Grading Scheme and Feedback Policy
- In-Class Tests and Exams – the 20% Rule
- Reappraisals
- Accommodation Procedures
- Religious Accommodation
- Academic Accommodation for Students with Disabilities (Senate Policy)

Complete details can be found here: <http://sas.laps.yorku.ca/students/>.

*****Please review these policies immediately to ensure you are familiar with them.**

Academic Honesty (AH)

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

Be aware that penalties for AH violations can be much more severe than the grades allotted to the assignment in question. Submitting a single writing assignment that is plagiarized could very likely lead to failure in the course. To ensure you are fully aware of York's AH policies and your responsibilities as a student, you are required to complete an online AH course module before you can access any of the writing assignments in this course.

Please take this very seriously. We strongly encourage and expect you to hand in each and every assignment, but if the choice is between handing in someone else's work and handing in nothing at all, it is better to submit nothing than to submit something that violates AH policy. Many, many ADMS 1010 students have come to regret submitting work that was taken from friends or online sources – changing a few words and/or the order ideas are presented does NOT make the submission yours. Please be careful, and if in doubt, ask your instructor.

Following these simple rules will help you avoid AH missteps:

- Be very familiar with [Senate Policy on Academic Honesty](#)
- Complete your work well in advance of the deadline
- Write your entire assignment yourself (each and every word!) from the ground up

And by all means, DO NOT:

- look online to get 'ideas' based on previous student submissions
- have 'your friend's' work stored on your computer - many of these are 'accidentally' uploaded.

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>
<https://laps.yorku.ca/student-resources/student-services/>
<https://writing-centre.writ.laps.yorku.ca/>
<https://currentstudents.yorku.ca/student-forms>

COURSE CALENDAR & READINGS

Week 1. Getting engaged: Introduction to critical thinking & contemporary business issues

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 1: What is critical thinking)

Week 2. So, you want to be a manager? (Management)

Mintzberg, H. (1990). The Manager's Job: Folklore and Fact. *Harvard Business Review*, 68(2), 163–176.

Drucker, P. F. (2005). Managing Oneself. *Harvard Business Review*, 83(1), 100–109.

Week 3. Getting organized (Organization Theory)

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 2: Claims)

Chandler, A. D. (1990). The Enduring Logic of Industrial Success. *Harvard Business Review*, 68(2), 130–140.

Schumacher, E. F. (1973). *Small is beautiful: A study of economics as if people mattered*. London: Blond and Briggs. (Part I/Chapter 5: A question of size)

Week 4: Current issues, future challenges (Business ethics; Corporate social responsibility; Sustainability; Emergency management)

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 3: Evidence)

Friedman, M. (1970, September 13). The social responsibility of business is to increase its profits. *New York Times*, pp. 32–33, 122, 124, 126.

Watch:

- IPCC Fifth Assessment Report – Synthesis Report:
<https://www.youtube.com/watch?v=fGH0dAwM-QE>
- IPCC Fifth Assessment Report: Mitigation of Climate Change:
<https://www.youtube.com/watch?v=gDcGz1iVm6U>

Week 5. Questions of value (Economics; Strategy)

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 4: Underlying assumptions)

Roscoe, P. (2014). *I Spend Therefore I Am: How Economics Has Changed the Way We Think and Feel*. Random House Canada. (Chapter 2: From Truck and Barter to the Meaning of Life)

Cohan, P. (2017). Wall & Main: GE, Amazon, and the future of corporations.

<https://www.telegram.com/news/20170626/wall-amp-main-ge-amazon-and-future-of-corporations>

Recommended: Layard, P. R. G. (2005). *Happiness: Lessons from a new science*. New York: Penguin Press. (Chapter 9: Does economics have a clue?)

Week 6. MIDTERM EXAM (No Class)

Week 7. Value measurement and intermediaries (Accounting; Finance)

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 5: Causal claims)

Kaplan, R. S., & Norton, D. P. (1992). The Balanced Scorecard--Measures That Drive Performance. *Harvard Business Review*, 70(1), 71–79.

Bakker, P. (n.d.). Accountants Will Save the World. *Harvard Business Review*. Retrieved September 17, 2013, from <http://blogs.hbr.org/2013/03/accountants-will-save-the-world/>

Korten, D. C. (2001). *When Corporations Rule the World*. Bloomfield, CT: Kumarian Press, Inc. (Chapter 13: The money game, and Chapter 14: Predatory finance)

Week 8. Value chains (Management science; Operations & Supply chain management; International business)

- Dyer, L. (2019). Critical Thinking for Business Students. Captus Press. (Chapter 6: Techniques of persuasion)
- Magretta, J. (1998). Fast, global, and entrepreneurial: Supply chain management, Hong Kong style. An interview with Victor Fung. Harvard Business Review, 76(5), 102–114.

Watch:

- [The Story of Stuff](#)
- [CBC Marketplace: Here's where your Amazon returns go](#)

Week 9. The human factor (Human resources management; Organizational behaviour)**

- Dyer, L. (2019). Critical Thinking for Business Students. Captus Press. (Chapter 7: Writing a persuasive essay)
- Herzberg, F. (1987). One more time: How do you motivate employees? Harvard Business Review, 65(5), 109–120.
- Sandel, M. J. (2012). What money can't buy: the moral limits of markets. New York: Farrar, Straus and Giroux. (Chapter 2: Incentives)

Week 10. Getting the word out (Marketing; Public relations; Communications)**

- McKenna, R. (1991). Marketing is everything. Harvard Business Review, 69(1), 65–79.
- Klein, N. (2000). No logo: Taking aim at the brand bullies. New York: Picador. (Chapter 1: New branded world)

Week 11. Business for the future (Entrepreneurship; Innovation)**

- Drucker, P. F. (1985). The discipline of innovation. Harvard Business Review, 63(3), 67–72.
- Nonaka, I. (2007). The Knowledge-Creating Company. Harvard Business Review, 85(7/8), 162–171.
- Alperovitz, G. (n.d.). Meet the Movement for a New Economy. Retrieved March 10, 2012, from <http://www.yesmagazine.org/new-economy/the-new-economy-movement>

Week 12: Course review and exam preparation**

- Kiechel III, W. (2012). The Management Century. Harvard Business Review, 90(11), 62–75.

Notes:

**All readings listed are required unless marked "Recommended." Recommended readings will not be specifically tested, but will provide additional insight related to the course learning objectives.*

*** GROUP PRESENTATION DATES (Schedule TBA)*