

# AP/ADMS 1010 3.00

## EXPLORING THE FUNCTIONS OF BUSINESS

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

Fall 2021:

Section F, Thursday 11:30-14:30 (Remote Delivery)

### Special Notes:

- *This course depends on remote teaching and learning. There will be no in-person interactions or activities on campus*
- *This course has both asynchronous and synchronous components. See details under the section titled: Organization of the Course*
- *We will not be meeting every week. However, there are some synchronous components throughout the term (details below) that will take place via Zoom during regularly scheduled class times. See technology requirements for this course below.*

Instructor:

Dr. Joel Marcus  
marcus@yorku.ca

Office Hours:

Tuesdays 13:00-14:00; See guidelines on eClass

### 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 [eText](#) is also available directly from the publisher, [Captus Press](#).*
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>

**TECHNICAL REQUIREMENTS FOR TAKING THE COURSE**

Several platforms will be used in this course (e.g., eClass, 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 <https://www.yorku.ca/eclass/>.

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

- Participate in online Zoom sessions with your video turned on (see details in next section)
- 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 has both asynchronous and synchronous components.

1. Asynchronous components include:

- **Primary course content:** will be delivered via modular video tutorials, slide presentations, posted readings, and supplementary materials (e.g. videos, news articles) etc. (*NOTE: This course will not have live, synchronous lectures*)
- **Course assignments:** Weekly, Summative

**You can complete asynchronous components on your own time and at your own pace providing you meet all submission deadlines.**

2. Synchronous components include:

- **Instructor / Group Meetings:** I will schedule meetings with student groups throughout the term during regular class times.
- **Exams:** Midterm and final

***Just like in-class courses, you are expected to be attend all scheduled meetings and group debates at the set time.***

### **COURSE COMPONENTS & EVALUATION**

Writing assignments	20%	Weekly
Midterm exam	30%	Monday, October 25, 8:30am (Toronto time)
Final summative assignment	10%	Week 12
Final exam	40%	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 21:00 (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 (30% 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 by email 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 notify the course director by email within forty-eight (48) hours of the exam. You do not need to submit an Attending Physician's Statement (doctor's note).
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.

#### **Final summative assignment (10% of course grade)**

The final summative assignment is designed to help you reflect on what you've learned about the functions of business and your critical thinking abilities. Students will submit their reflection in the form of a short video recording – details will be provided.

**Final Exam (40% 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.

Deferred Exam Requests: <https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>

**Study Groups**

During the first few weeks of class I will form study groups of approximately 10 students. The purpose of these groups is to connect you to other students in this large, introductory class so you can study together and help each other navigate the course and your first year experience at York. There are no group assignments in this course, so the study groups are primarily for your benefit. I will personally meet with each study group via Zoom in Weeks 3 and 9 as noted in the course calendar below – additional details to be provided.

**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. This is a firm policy for all students in all sections.

The only exception is for students who join the course after the start date, in which case you will have one week after you enroll to get caught up.

**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 the following (Emails not containing this information will not be responded to):

- a professional greeting (e.g. Dear Professor X)
- your name and student number
- the course/section you are enrolled in

Before emailing, please review the FAQs below, which provide answers to common questions. If you email and don't receive a response, it's likely that the answer is provided here. In general, answers to simple questions that can be addressed by email are provided in the course materials (course outline, online materials). If you are not satisfied with the information in the FAQ or have a more involved issue you'd like to discuss, please come see me during office hours.

**FAQs (Frequently Asked Questions)**

Please do not email me the following questions as the answers are provided here.

***Q. Will you please, please accept my late assignment? (or, My internet froze just as I was submitting and it was only two minutes late; and so forth and so on...)***

A. Please review the information on late assignments above. If you feel your personal circumstances are sufficiently extenuating so as to require special consideration, please come see me during office hours.

***Q. When are the assignments due? (or, When is the midterm/final exam?)***

A. All course information is posted on eClass. For weekly assignments, the dates are indicated in the assignment dropboxes. In general, everything you need to navigate the course should be posted on eClass. If you've really, truly searched, and still can't find what you're looking for, you can send an email.

***Q. When are your office hours?***

A. Please see the course outline. Yes, this one.

***Q. Do I need an appointment to see you during office hours?***

A. No, you do not need an appointment. I meet with students on a first-come first-served basis, so it's best to come early.

***Q. I have a class during office hours. Is it still possible to meet with you?***

A. Yes, of course. Please send me an email and we will arrange another time.

***Q. My turnitin score is X%. Is it too high? I'm worried. (or, What turnitin score is too high?)***

A. turnitin scores indicate how much of your submission matches an external source. A high score does not necessarily mean you have plagiarized, providing you have properly cited any external work. The flip side is that a low score does not necessarily mean you are in the clear – a single sentence or key idea copied from someone else's work and represented as your own is a violation of academic honesty policy. It's actually quite simple. If you...

1. do your own work, and
2. cite all external sources properly

...you should have nothing to worry about. See additional info under Academic Honesty below.

***Q. I missed the exam / have an exam conflict. What should I do?***

A. Please see the course outline. Yes, this one.

**Turnitin**

In this course all electronic submissions to eClass 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://lthelp.yorku.ca/assignments-students/submit-turnitin-assignment?from\\_search=58566697](https://lthelp.yorku.ca/assignments-students/submit-turnitin-assignment?from_search=58566697)

<b>IMPORTANT UNIVERSITY/LA&amp;PS/SCHOOL REGULATIONS</b>
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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:

<https://www.yorku.ca/laps/sas/academic-resources/common-course-policies/>

**\*\*\*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.

<b>UNIVERSITY RESOURCES &amp; SUPPORT LINKS</b>
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<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>

<https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>



## COURSE CALENDAR & READINGS

### Week 1 (Sep 9). 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)

[Parker, M. \(2018: April 27\). Why we should Bulldoze the Business School. \*The Guardian\*.](#)

Watch:

[Martin Parker on Business Schools: Shut Them Down!](#)

### Week 2 (Sep 16). 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 (Sep 23). Getting organized (Organization Theory)

*Synchronous session I: Group meetings with instructor (Details TBA)*

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 (Sep 30): 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.

[Posner, E. \(2019: August 22\). Milton Friedman Was Wrong. \*The Atlantic\*.](#)

Watch:

[IPCC Fifth Assessment Report – Synthesis Report](#)

[IPCC Fifth Assessment Report: Mitigation of Climate Change](#)

Recommended:

Porter, M. E. and Kramer, M. (2011) Creating Shared Value. *Harvard Business Review*, 89(1), 62–77.

### Week 5 (Oct 7). Questions of value (Economics; Strategy)

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

[Corporate Finance Institute \(2021\). Neoclassical Economics and Assumptions](#)

[Ragan, C. \(2015: June 16\) Adam Smith's greatest legacy is his balanced approach. \*The Globe and Mail\*](#)

Fox, J. (2015) From "Economic Man" to Behavioral Economics. *Harvard Business Review*, 93(5), 78–85.

Fox, J. (2012) The Economics of Well-Being. *Harvard Business Review*, 90(1), 78–83.

Watch:

[Behavioral Economics: Crash Course](#)



Recommended:

Video: [Thinking Fast and Slow \(Daniel Kahneman\)](#)

Video: [Predictably Irrational \(Dan Ariely\)](#)

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

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**Week 6. MIDTERM EXAM (No Class; Details will be provided)**

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**Week 7 (Oct 28). Value measurement and intermediaries I (Accounting)**

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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.

[Barker, R., Eccles, R. G. and Serafeim, G. \(Dec. 3, 2020\). The Future of ESG is.... Accounting? \*Harvard Business Review \(Online\)\*, 2-5.](#)

Recommended:

[Soyer, E. and Hogarth, R.M. \(Dec. 17, 2020\). Don't Let Good Story Sell You on a Bad Idea. \*Harvard Business Review \(Online\)\*, 2-5.](#)

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**Week 8 (Nov 4). Value measurement and intermediaries II (Finance)**

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Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 6: Techniques of persuasion)

Mazzucato, M. (2018) *The Value of Everything*. Public Affairs, New York, NY. (Preface: Stories About Wealth Creation, pp. xiii-xix; Introduction: Making versus Taking, pp. 1-15)

Watch:

[Crash Course: Money and Finance](#)

[Bank of Canada: Count on Us](#)

Recommended:

Video: [What is Economic Value \(Mazzucato TED Talk\)](#):

Film: *The Big Short* (2015); Available through York Libraries at [Criterion-on-Demand](#)

Film: *Inside Job* (2010); Available through York Libraries at [Criterion-on-Demand](#)

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**Week 9 (Nov 11). Value chains (Management science; Operations & Supply chain management; International business)**

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*Synchronous session II: Group meetings with instructor (Details TBA)*

Martin, R. (2019). The High Price of Efficiency. *Harvard Business Review*, 97(1), 42–55.

Watch:

[The Story of Stuff](#)

[CBC Marketplace: Here's where your Amazon returns go](#)

[Fordism and Taylorism](#)

[Scientific Management](#)

Recommended:

Film: *Modern Times* (Charlie Chaplin, 1936); Available through York Libraries at [Kanopy](#)

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**Week 10 (Nov 18). The human factor (Human resources management; Organizational behaviour)**

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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.

Watch:

[What Money Can't Buy \(Michael Sandel\)](#)

[Drive \(Daniel Pink\)](#)

[The Economics of Happiness \(Crash Course\)](#)

Recommended:

Sandel, M. J. (2012). What money can't buy: the moral limits of markets. New York: Farrar, Straus and Giroux. (Chapter 2: Incentives)

[The Science of Happiness, Motivation and Meaning](#)

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**Week 11 (Nov 25). Getting the word out (Marketing; Public relations; Communications)**

Klein, N. (2000). No logo: Taking aim at the brand bullies. New York: Picador. (Chapter 1: New branded world)

Sidibe, M. (2020). Marketing Meets Mission. Harvard Business Review, 98(3), 134–144.

Watch:

[The Explainer: Don't Just Sell Stuff — Satisfy Needs \(Marketing Myopia\)](#)

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**Week 12 (Dec 2): Business for the future**

[Alperovitz, G. \(2011, May 25\). The New-Economy Movement.](#)

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

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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.*