Daring to Dream: The Stories of Business – FYS 048

Professor: Dr. Deb Bishop
Office: 303 Aliber (down the hall past the Entrepreneurship Center)
Office Hours:
- Monday 10-11 & 2-3
- Tuesday 9-11
- Wednesday 10-11 & 2-3
- Other times by appointment
Office Phone: 515-271-3818
Cell (emergencies): 515-491-9057
Email: deb.bishop@drake.edu

Course Description

"Many aspects of business that are seemingly commonplace today were, in fact, the path-breaking inventions of pioneering executives."¹ Who were key players in business history? Were they entrepreneurs, managers or leaders? Passion, timing, connections – what makes a business grow? Why do some businesses continue to thrive while others are long gone? What role does culture play in the success of failure or sustainability of business? We will investigate the ups and downs in the history of business, learn from the popular stories and discover the little-known facts. We will use readings, videos, research, and observation to take a critical look at how the business world reached where it is today and dream about what might be ahead. You will also have an opportunity to develop your vision and strategy for the next four years by understanding how your background and experiences have brought you to where you are today.

The six contextual factors that have influenced or shaped business that we will consider include:
- Government intervention
- Global affairs
- Demography
- Social mores
- Technology
- Labor

Additionally, we will have an experiential component in the course. One of the recurring themes in the course materials is the role of refugees and immigrants in the business landscape over the last century. Immigration continues to be a debated business topic even today as it was in the last century. We will be playing a key service role in the Immigrant Entrepreneur Summit on November 18th and 19th. You will be provided a unique opportunity to spend time with immigrant entrepreneurs from across Iowa during this event.

Required Materials

- Access to a good dictionary and thesaurus

¹ In Their Time, May and Nohria, Harvard Business Press, 2005
Course Goals & Outcomes
This will be a writing intensive, discussion and activity-based course incorporating several forms of written communication combined with presentations. Emphasis will be placed on styles of business writing. Outcomes include:
- Development of writing, presentation skills & verbal communication
- Enhancement of critical thinking abilities
- Development of research capabilities
- Progress in information literacy
- Opportunities to build camaraderie among Drake peers & develop a sense of teamwork & community
- Experiential service learning

Classroom Expectations
You will be expected to have completed all assigned readings & pre-class Bb activities prior to the start of class and be prepared to actively participate in discussion. Each reading will be reviewed with a Bb quiz or activity to complete before the start of class.

We will use a peer review process on your research paper rough draft. Additionally, it is expected that you will be willing to share your work with the class so that we may all learn from each other. If, given an extenuating circumstance, you wish to not have your work shared on a particular assignment, please advise me in person before the start of class on that day.

I will expect that all classroom discussions are held in a professional manner. Being mutually respectful of each other's work effort and views is critical. This does not oblige you to agree but does require you to listen carefully and respectfully. If you have concerns about the classroom environment, please feel free to speak to me. My goal is for this to be a safe, comfortable environment in which to learn and grow.

Course Policies
All pertinent class information will be available through Blackboard (Bb). Any correspondence to either you individually or the entire class will be via your Drake email address so be sure to check regularly. Any class announcements will be posted on Blackboard.

All work must be submitted at the start of class on the due date - no excuses so please do not ask - late assignments will have a 25% penalty. Due dates are subject to modification, so be sure to check for updates posted under Bb announcements.

Written assignments must have a professional appearance, be neatly typed (unless otherwise specified), and be grammatically correct.

Academic dishonesty will be treated seriously. Drake University and the College of Business and Public Administration (CBPA) expect students to conduct themselves with the general principle of academic honesty. The CBPA academic policy can be read at http://www.drake.edu/cbpa/about/academicintegritypolicy/. The consequences of violating the academic integrity policy on assignments vary given my evaluation of the severity of the offense. A violation can result in a zero for an assignment, an 'F' for the course, probation, suspension, or expulsion from Drake University.

It is expected that each student will regularly attend classes. Attendance will be a factor in class participation points. If you are unable to attend, please let me know of your absence prior to the absence date. If you are a student-athlete or are required to travel for other university activities, please provide me...
with a copy of your travel schedule at least one week prior to your first absence. After two absences participation points will be deducted.

Any student who has a physical, mental, intellectual or emotional impairment that substantially limits his/her ability to perform in this course under normal circumstances should contact Michelle, Laughlin in Student Disability Services, 271-1835, to request any accommodations. Requests must be received and approved (including instructor approval) at least one week before the necessary accommodation. All relevant information will be kept strictly confidential.

I will ask for a midterm and final 'continuous improvement' written evaluation as well as provide informal opportunities for self-reflection, assessment and to express your views and perceptions regarding the course.

**Performance Assessment Criteria**

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Bio</td>
<td>50</td>
</tr>
<tr>
<td>Personal Mission Statement</td>
<td>50</td>
</tr>
<tr>
<td>Reference Letter</td>
<td>50</td>
</tr>
<tr>
<td>Newsletter</td>
<td>70</td>
</tr>
<tr>
<td>Writing a Summary</td>
<td>60</td>
</tr>
<tr>
<td>Reflection on Immigration and Samuel's Journey</td>
<td>30</td>
</tr>
<tr>
<td>Reflection on Immigrant Entrepreneur Summit</td>
<td>30</td>
</tr>
<tr>
<td>Research-based Personal Story</td>
<td></td>
</tr>
<tr>
<td>Report Proposal</td>
<td>60</td>
</tr>
<tr>
<td>Outline and List of Sources</td>
<td>60</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>0</td>
</tr>
<tr>
<td>Final Report</td>
<td>60</td>
</tr>
<tr>
<td>Pecha Kucha Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Painting the Picture</td>
<td>60</td>
</tr>
<tr>
<td>Brown Bag Lunch Facilitation</td>
<td>60</td>
</tr>
<tr>
<td>BlackBoard Chapter Preparation Quizzes / Activities (10 at 10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation - includes class attendance, discussion, short written assignments (in and out of class)</td>
<td>140</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

- Rubrics will be used for evaluation on presentations and written assignments. You will be provided with the evaluation rubric along with the assignment instructions.
- Late penalty on any assignment: - 25%. This will be strictly enforced!!
- Grades will be updated regularly in Blackboard.
- Absences for school sanctioned events will not impact your course participation but I MUST see the documentation from the advisor/coach.
- Earned class participation points (out of 70) will be recorded at midterms with the remaining earned points (out of 70) at the end of the semester.
- This class will be using Plus/Minus grading and the final grades will be earned according to the following total points earned:
  - A: 930-1000
  - A-: 900-929
  - B+: 870-899
Your questions and concerns about evaluation are important to me. If you are concerned about your performance on a particular assignment please contact me so that we can discuss the issue. I will be glad to discuss steps for future improvements.

If you perceive an error on a grade, please schedule an appointment with me and arrive ready to present a well-prepared case for grade modification. Effort and ability play a role in class performance, but ultimately it is the quality of your work based on expectations that will determine the grade on a given assignment. Please recognize that your quality must exceed expectations to receive a grade beyond the minimum requirements a 'C' represents.

CBPA Five Promises
Our graduates will have the skills and experiences to thrive in a complex, diverse and evolving world. They will be:

1) Proficient in their fields
2) Data-driven, strategic problem solvers
3) Effective communicators
4) Ethical stewards, and
5) Global and multicultural citizens

FYS Learning Outcomes

Critical Thinking
The First Year Seminar will focus on the development of student's critical thinking skills. This is part of the Drake Curriculum's intentional effort to guide students to acquire the skills for rational analysis and argumentation that is purposeful, rigorous, self-reflective, and based on a careful consideration of evidence. Students will learn to:

• clearly define a question or problem.
• gather information that is relevant to that problem.
• rigorously identify assumptions and preconceptions, including their own, that influence analysis of that problem.
• organize and prioritize the information to develop a rational argument that states a clear claim or thesis, provides reasons for holding that claim, provides relevant evidence to support each reason, and considers alternative explanations in reaching a conclusion.
• communicate that reasoned argument effectively in speech, writing, or other medium as appropriated.
• realize that results are tentative and open to revision.

Written Communication
Drake students will learn to read with discrimination and understanding and to write persuasively. Drake students will learn to shape their writing according to subject, purpose, medium, context and intended audience.

**Information Literacy**

Drake students will learn to acquire, analyze, interpret, and integrate information, employing appropriate technology to assist with these processes, and to understand the social and ethical implications of information use and misuse. Drake students will use appropriate sources, including library and internet resources, to process and evaluate information. Students will gain an understanding of the social and ethical issues encountered in a networked world, an ability to assess the quality of information, and learn appropriate ways to reference information sources. Students will be able to:

1. Navigate and integrate scholarly resources into their research and reflection.
2. Articulate the social and ethical implications of information use and misuse.
3. Evaluate information resources and identify quality resources relevant to the problem or issue investigated.
4. Select and employ the appropriate method and data for disciplinary research, problem-based learning, experiential-based research, and/or reflective/integrative coursework.
5. Articulate the basic implications of information use and misuse related to issues of academic honesty and plagiarism and pursue their educational goals with a high level of academic integrity.

The University has resources available for students who have experienced sexual or interpersonal misconduct, which can include sexual harassment, sexual assault, dating violence, and stalking, for example. Some resources are confidential, which means personal information will not be shared with anyone else. Other non-confidential (yet still private) resources can explain how to locate support resources, file a complaint within the university, or file criminal charges - these non-confidential resources must share incidents of sexual and interpersonal misconduct with the Title IX Coordinator. Resources, as well as reporting options, can be found on the Title IX webpage at www.drake.edu/titleix. As a professor, I am non-confidential; however, please know that sharing with the university does not mean the individual must participate in a formal university or criminal process. There are also options on the Title IX webpage to anonymously report to the university. Other services the university can provide include crisis intervention (safety plan, counseling, rights information) and assistance in academic and housing accommodations as needed. University contacts: Violence Intervention Partner (V.I.P.) provides peer-based 24/7 confidential advocacy services. To access a V.I.P. advocate, call or text 515-512-2972, or contact Katie Overberg, Title IX Coordinator 271-2982 or titleix@drake.edu.