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Applied Business Research

Syllabus: BUSN 7279X

**Brooklyn College
School of Business
Graduate Program**

professorbassell.com

❖ **Instructor's Information**



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- ❖ Portfolio: <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
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❖ **Required Material**

Business Research Methods

By Cooper and Schindler

11th edition (2011)

McGraw-Hill Publishers

ISBN: 978-0-07-337370-6

❖ **Suggested Reading**

- **Advanced Econometrics**
By Takeshi Amemiya
Harvard University Press
- **Mathematical Economics**
By Alpha C. Chiang and Kevin Wainwright
McGraw Hill Publishers
- **Journal of Marketing Research**

❖ **Course Objectives**

This project-oriented research course is designed to teach managers how to **1)** conduct qualitative and quantitative, primary and secondary research **2)** analyze data, and **3)** present findings. Students will learn how to

- | | |
|--|--|
| a) define a research problem, | e) collect data, |
| b) determine the research and sample design, | f) use statistical techniques to analyze data, |
| c) create a survey, | g) develop models that predict outcomes, and |
| d) create a focus group discussion guide | h) present data and research findings. |

Students will learn how to conduct the following analyses, interpret the results, and develop models that predict behavior and outcomes:

- | | |
|------------------------------------|----------------------------------|
| 1) exploratory factor analysis, | 6) conjoint analysis, |
| 2) multiple regression analysis, | 7) cluster analysis, |
| 3) multiple discriminant analysis, | 8) multidimensional scaling, and |
| 4) logistic regression, | 9) correspondence analysis. |
| 5) MANOVA, | |

❖ **Demonstration of Achievement: Assurance of Learning**

| | | | | |
|----------|-----|---------------|------------------|----------------------|
| Exam 1 | 50% | Chapters 1-10 | Brooklyn College | Oct 29 th |
| Homework | 40% | | | |
| Exam 2 | 10% | Chapters 1-21 | Brooklyn College | Dec 17 th |

This syllabus is subject to change as necessary.

Assignments are due on BlackBoard at 10pm. **Late assignments will not be accepted.**

ASSIGNMENT SCHEDULE

| Week | Date | Due @ 10pm | Required Reading Assignments |
|-------------|--------------|---|---|
| 1 | Aug 28 Wed | HW A Akron A | Chapter 1 : Research in Business Chapter 2 : Ethics in Business Research |
| 2 | Sept 3 Tues | HW B Red Cross | Chapter 3 : Thinking Like a Researcher Chapter 4 : The Research Process |
| 3 | Sept 10 Tues | HW C Donato | Chapter 5 : Clarifying the Research Question Chapter 6 : Research Design |
| 4 | Sept 17 Tues | HW D SPSS | Chapter 7 : Qualitative Research & Predictive Modeling |
| 5 | Sept 24 Tues | HW E SPSS | Chapter 8 : Observation Studies & Predictive Modeling |
| 6 | Oct 1 Tues | HW F Akron B | Chapter 9 : Experiments Chapter 10 : Surveys |
| 7 | Oct 8 Tues | HW G SPSS | Chapter 11 : Measurement & Predictive Modeling |
| 8 | Oct 15 Tues | HW H McDonalds | Chapter 12 : Measurement Scales |
| 9 | Oct 22 Tues | HW I | Chapter 13 : Questionnaires and Instruments |
| 10 | Oct 29 Tues | Exam 1 There are no makeup exams | Chapters 1 - 10 8:20 pm @ Brooklyn College If you miss the exam your grade in the course is an F. |
| 11 | Nov 5 Tues | HW J Ramada | Chapter 14 : Sampling |
| 12 | Nov 12 Tues | HW K | Chapter 15 : Data Preparation & Description |
| 13 | Nov 19 Tues | HW L | Chapter 16 : Exploring, Displaying, and Examining Data Chapter 17 : Hypothesis Testing |
| 14 | Nov 26 Tues | HW M Starbucks | Chapter 18 : Measures of Association |
| 15 | Dec 3 Tues | HW N | Chapter 19 : Multivariate Analysis |
| 16 | Dec 10 Tues | HW O Ohio | Chapter 20 : Written Reports Chapter 21 : Oral Presentations |
| 17 | Dec 17 Tues | Exam 2 | Chapters 1 - 21 8:20 pm @ Brooklyn College |

For all assignments you must:

- + demonstrate your understanding by accurately explaining the relevant concepts,
- + use the facts in the case and the concepts in the book to draw conclusions,
- + demonstrate superior critical thinking skills,
- + apply the chapter concepts to the scenario correctly,
- + include facts from the scenario to support your position,
- + formulate solutions and make a recommendation regarding next steps.

Rubric for Evaluating Assignments

| Criteria | A 90+ | B 80+ | C 70+ | F |
|-----------|--|--|--|---|
| Quantity | <p>500 words per question</p> <p>The amount of information provided demonstrates an excellent ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p> | <p>400 words per question</p> <p>The amount of information provided demonstrates a good ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p> | <p>250 words per question</p> <p>The amount of information provided demonstrates only a fair ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p> | <p>Less than 250 words per question. Either the assignment was not submitted, or there is not enough detail to demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero.</p> |
| Quality | <p>Demonstrates an excellent understanding of the chapter concepts, explains effectively and accurately the relevant concepts, applies the chapter concepts properly to the case, recommends specific action, and includes facts from the case to support a main idea. Citations and examples were included as necessary.</p> | <p>Demonstrates a good understanding of the chapter concepts and often accurately and effectively explains the concepts, applies chapter concepts to the case, recommends next steps, and includes facts from the case to support a main idea. Citations and examples were usually included as necessary.</p> | <p>Demonstrates only a fair understanding of the chapter concepts and only a fair ability to apply the concepts. Concepts are not fully or accurately explained. Citations and examples were generally not included as necessary.</p> | <p>Either the assignment was not submitted, or the posting does not demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero. No recommendations or solutions formulated.</p> |
| Relevance | <p>Directly related to the case or chapter and is integrated with other postings.</p> | <p>Related to the case, but often not integrated well with other postings.</p> | <p>Somewhat related to the other postings and the case or chapter.</p> | <p>Not related to the assignment.</p> |
| Manner | <p>Very organized and has no spelling, punctuation, or grammatical errors.</p> | <p>Organized and usually has no spelling, punctuation, or grammatical errors</p> | <p>Disorganized and/or has many spelling and grammatical errors that makes it difficult to understand.</p> | <p>Very disorganized and has numerous spelling, punctuation, and grammatical errors.</p> |

❖ **Methodology**

- **Textbook:** The textbook is required and an important tool used to expose students to important **Applied Business Research** concepts and topics. **You should read all the chapters in the book,** but some chapters will receive greater attention than others during the semester.
- **Case Studies:** The **application** of key **Applied Business Research** concepts will be explored and students will be required to analyze **case studies**. The answers are usually not in the cases or the textbook. **You must use the facts in the case and the concepts in the book to draw conclusions and make recommendations.** The case studies are a great learning tool since they will help improve your understanding of the concepts and strengthen your critical reasoning skills. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **Applied Business Research**. You must give a **comprehensive explanation** using the criteria and components of the relevant concepts. Your answer must be persuasive and use the course concepts as a basis. **Each case study analysis should be a minimum of 2,500 words.** Each question requires a **minimum** response of 500 words, but there is no maximum number of words. If your posting is less than 500 words you might receive partial credit. The minimum is not equivalent to a grade of 100% and doing the minimum is not enough to get a grade of 100%. However, it is not just about the number of words posted. There are 4 criteria used to evaluate your posting 1) **Quantity**, 2) **Quality**, 3) **Relevance**, and 4) **Manner**.
- **Discussion Boards:** Discussion threads will post to the course online via Black Board. Students are required to enter the discussion board and post thoughtful comments and questions. Comments should demonstrate an understanding of key course concepts, strong critical thinking skills, and a persuasive logic. You must make 4 posts: 1 primary post that answers the questions and 3 secondary posts regarding the postings of others on our team. "I agree with you" is not a thoughtful comment. If you agree you should explain why and engage others in the discussion. The purpose of the discussion board is to have a dialogue about the case studies and to have a meaningful interaction.
- **Video Segments:** There are several videos posted on BlackBoard. These video cases and lectures close the gap between theoretical and practical. Some case studies you will watch and others you will read. My goal is to make the course interactive, helpful in your pursuit of knowledge, and provide you with tools that will allow you to be successful in your career.
- **Exams:** An exam is not a group effort. You must not request or receive any assistance during an exam since that is cheating and will result in you receiving a course grade of F.

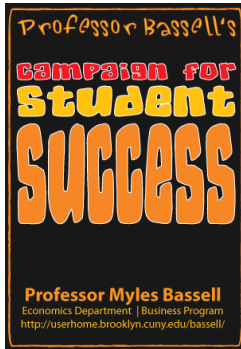
Brooklyn College, School of Business, Graduate Program

❖ **My Goal**

My goal is for students to **L E A R N** ! It is all about you!

❖ **My Mission**

To help students achieve their educational and professional goals.



❖ **My Goals For You**

1. Increase Your **business research and data analysis** knowledge and skills
2. Improve Your ability to use computers and the Internet
3. Enhance Your ability to analyze and **solve problems**
4. Expand Your ability to find and use information on your own
5. Strengthen Your ability to **apply concepts** and skills
6. Fortify Your appreciation and sensitivity to ethical issues and diversity
7. Develop Your ability to express your ideas and **lead an organization**

❖ **My Dozen Objectives**

1. Distribute a written syllabus on or before the first day of class
2. Demonstrate my ability to organize materials for the class
3. Stimulate interest in the topic being studied
4. Generate effective class discussion
5. Communicate effectively and speak clearly
6. Encourage independent thinking and ethical behavior
7. Demonstrate openness to students' comments, questions, and viewpoints
8. Display an exceptional understanding of the course subject matter
9. Keep to the time and schedule requirements of the class
10. Provide students access to me outside of class and be available for Q&A
11. Clearly communicate course requirements and assignments
12. Promptly grade assignments

❖ **Grade Components**

| | | | | |
|----------|-----|---------------|------------------|----------------------|
| Exam 1 | 50% | Chapters 1-10 | Brooklyn College | Oct 29 th |
| Homework | 40% | | | |
| Exam 2 | 10% | Chapters 1-21 | Brooklyn College | Dec 17 th |

❖ **Grading Criteria :** Graduate Level

| | | | |
|-----------|-----------|-----------|-----------|
| A | 93% + | B- | 80% - 82% |
| A- | 90% - 92% | C+ | 76% - 79% |
| B+ | 86% - 89% | C | 73% - 75% |
| B | 83% - 85% | F | Below 73% |

❖ **Exams**

- Please bring photo ID, a pen, and several #2 pencils with erasers
- There will be 4 different versions of the exam: pink, blue, green, and yellow.
- I can't answer any questions during the exam because it will disturb other students.
- There is **NO curve** in grading exams. There are **NO extra credit** assignments.
- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
 - **You are not able to use any electronics during the exam.**
 - No cell phones, ipods, ipads, or any other device.
 - You must turn your phone completely **OFF** before the exam starts.
 - No talking or texting is permitted during the exam.
 - You can't leave the room during the exam.
 - You can't use notes or books.

Not following these exam rules may result in severe penalties including receiving an F in the course and being suspended from the college.

❖ **Learning Outcomes**

This graduate level course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **business research**. You will acquire knowledge and skills in this graduate level **business research** course and at the conclusion of the course, students should be able to:

- develop a research problem, research design, and sample design
- conduct qualitative and quantitative, primary and secondary research
- create a survey,
- create a focus group discussion guide,
- analyze data sets using SPSS and Excel,
- perform multiple regression, logistic regression, conjoint analysis, cluster analysis et al,
- interpret the results,
- prepare a detailed research report that demonstrates your ability to apply concepts, and
- develop marketing models that predict behavior and outcomes.

❖ **Weekly Learning Outcomes**

Week 1

Readings: Chapters 1 & 2

Topics: Research in Business + Ethics in Business Research

Chapter 1:

At the conclusion of the course, students should be able to:

- Define business research
- Explain the trends affecting business research
- Compare and contrast the different types of research studies used in business
- Discuss business research best practices

Chapter 2:

At the conclusion of the course, students should be able to:

- Discuss ethical issues in business research
- Explain the notion of “no harm” in business research
- Compare and contrast the ethical dilemmas and responsibilities faced by researchers and sponsors

❖ **Weekly Learning Outcomes** (con't)

Week 2

Readings: Chapters 3 & 4

Topics: Thinking like a Researcher + The Research Process

Chapter 3:

At the conclusion of the course, students should be able to:

- Define the fundamental concepts and terminology used in business research
- Explain the importance of sound reasoning and the use of the scientific method in business research

Chapter 4:

At the conclusion of the course, students should be able to:

- Describe the steps of the research process
- Analyze research process issues

Week 3

Readings: Chapters 5 & 6

Topics: Research Design + Qualitative Research

Chapter 5:

At the conclusion of the course, students should be able to:

- Discuss the purposes and process of exploratory research
- Compare and contrast different types of external information
- Explain criteria to evaluate the reliability and quality of information

Chapter 6:

At the conclusion of the course, students should be able to:

- Describe the basic stages of research design
- Discuss the major types of research design

Week 4

Readings: Chapter 7 and ***Best Practices in Marketing Modeling***

Topics: Qualitative Research & Predictive Modeling

At the conclusion of the course, students should be able to:

- Compare and contrast qualitative methods and quantitative methods
- Compare and contrast various qualitative research methods
- Develop models that predict **consumer behavior** and outcomes

❖ **Weekly Learning Outcomes** (con't)

Week 5

Readings: Chapter 8 & ***SPSS: Improving Tax Administration with Data Mining***

Topics: Observation Studies & Predictive Modeling

At the conclusion of the course, students should be able to:

- Compare and contrast the strengths and weaknesses of the observation approach in research design
- Compare and contrast the different designs of observation studies
- Develop models that predict tax compliance

Week 6

Readings: Chapters 9 & 10

Topics: Experiments and Surveys

Chapter 9:

At the conclusion of the course, students should be able to:

- Explain the process for selecting the most appropriate communication approach
- Discuss the main errors in communication studies and ways to minimize them
- Compare and contrast the advantages and disadvantages of the three communication approaches

Chapter 10:

At the conclusion of the course, students should be able to:

- Explain the advantages and disadvantages of the experimental method
- Discuss the concepts of internal and external validity
- Compare and contrast the different types of experimental designs
- Discuss the functions and types of test markets

Week 7

Readings: Chapters 11 & ***Models of Economic and Financial Crises***

Topics: Measurement and Predictive Modeling

At the conclusion of the course, students should be able to:

- Compare and contrast the different measurement scales
- Discuss the conditions under which each measurement scale should be used
- Explain the sources of measurement error and the criteria for evaluating good measurement
- Develop models that predict financial crises

❖ **Weekly Learning Outcomes** (con't)

Week 8

Reading: Chapter 12

Topic: Measurement Scales

At the conclusion of the course, students should be able to:

- Discuss the nature of attitudes and their relationship to behavior
- Explain how to select an appropriate measurement scale

Week 9

Reading: Chapter 13

Topics: Questionnaires and Instruments

At the conclusion of the course, students should be able to:

- Discuss the effect of the communication method on instrument design.
- Explain how to design a questionnaire and how to write good questions
- Discuss question design issues influencing instrument quality, reliability, and validity

Week 10

*** **Exam 1** Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Brooklyn College 8:20pm I am expecting everyone to get a 100!

You can do it! I have confidence in you! #Don'tGiveUp

Week 11

Reading: Chapter 14

Topics: Sampling

At the conclusion of the course, students should be able to:

- Discuss the nature of sampling
- Explain the steps in sampling design
- Compare and contrast the various sampling techniques

Week 12

Reading: Chapter 15

Topics: Data Preparation and Description

At the conclusion of the course, students should be able to:

- Explain how to edit the raw data
- Discuss how to code into SPSS the different types of questions from the questionnaire

❖ **Weekly Learning Outcomes**

(con't)

Week 13

Readings: Chapters 16 & 17

Topics: Exploring, Displaying, and Examining Data & Hypothesis Testing

Chapter 16

At the conclusion of the course, students should be able to:

- Explain different exploratory data analysis techniques
- Discuss how to use cross-tabulation to examine relationships involving categorical variables

Chapter 17:

At the conclusion of the course, students should be able to:

- Discuss the nature and logic of hypothesis testing
- Compare and contrast the differences between parametric and nonparametric tests
- Explain the factors that impact the selection of an appropriate test of statistical significance
- Describe how to interpret the various test statistics

Week 14

Reading: Chapters 18

Topics: Measures of Association

At the conclusion of the course, students should be able to:

- Identify when and how to use correlation analyses
- Identify when and how to use linear regression analyses
- Compare and contrast the nonparametric measures of association

Week 15

Reading: Chapter 19

Topics: Multivariate Analysis

At the conclusion of the course, students should be able to:

- Compare and contrast different multivariate techniques.
- Explain when and how to perform a multivariate analysis of variance
- Discuss when and how to perform a factor analysis
- Perform multiple regression, logistic regression, cluster analysis, and conjoint analysis.

❖ **Weekly Learning Outcomes**

(con't)

Week 16

Readings: Chapters 20 & 21

Topics: Written Reports and Oral Presentation

At the conclusion of the course, students should be able to:

- prepare a written business research report
- present business research findings orally

Week 17

*** **Exam 2** Chapters 1 - 21

Brooklyn College 8:20pm I am expecting everyone to get a 100!

You can do it!

I have confidence in you!

#Don'tGiveUp



TM

❖ **Academic Integrity**

If an academic misconduct (for example: cheating on exams or papers, plagiarism...) occurs the instructor will impose the strongest sanctions that the University or College permits.

I encourage you to look at articles and/or resources from databases and/or on the Internet to find information regarding the case studies, discussion questions and/or other assignments. However, what you submit to me must be **your own work**. Direct quotations should be used very rarely and, when used, should be very short. You must **always indicate the sources used**. Students will not receive credit for answers on the different assignments that are mostly paraphrasing of other sources even if the sources are listed. Paraphrasing should be used very rarely and, when used, students must always indicate the sources used. There is no learning value for students to just quote and/or paraphrase parts of articles and/or resources found on the Internet or somewhere else.

If students use information from any source in an assignment and do not cite the source using quotation marks, this is plagiarism, which is a violation of academic integrity at Brooklyn College.

If I find evidence of plagiarism in an assignment, the student will receive a **score of zero** on this assignment. If I find again evidence of plagiarism in another assignment from the same student, this student will receive a **failing grade in the class**.

Furthermore, if a student plagiarizes and/or cheats I am required to report it to the Committee on Academic Integrity. This Committee may then decide to suspend or expel the student.

WARNING: The book is an important resource for this course and you must use it to answer the questions. The information needed to answer the questions is contained in the readings and should be the basis for your critical analysis. You are expected to draw conclusions and make recommendations based on the information in the case and the concepts explained in the chapters. Do NOT use other sources unless you properly cite them.

If you copy and paste information from the internet and/or do not cite your sources your grade on the assignment is a **zero**. That is cheating and plagiarism. If you plagiarize a second assignment your course grade is an **F**.

Code of Conduct

This Code of Conduct highlights and supplements, but does not replace the Code of Conduct issued by Brooklyn College and/or The City University of New York (C.U.N.Y.). The goal of this code is to maximize the classroom experience for all. Your course grade is in part a function of your:

1. exam, project, and quiz results
2. level of participation
 - a. projecting a positive attitude
 - b. making intelligent and relevant remarks on discussion board
3. accurate completion and timely submission of assignments

There are other factors that can have a significant impact on your course grade and they include:

- Cheating / Plagiarism
 - (phones, ipods, pda's, blackberry's, treo, and other devices are **NOT** allowed during any exam)
- **Disruptive Behavior**
 - Rudeness
 - Disrespect
 - Lateness
 - Interrupting the lecture
- **Frequent absence**
- Signing the attendance sheet and leaving OR signing for someone else
- **Failure to turn off electronic devices** (cell, phones, pagers etc)

“The faculty and administration of Brooklyn College support **an environment free from cheating and plagiarism**. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/bc/policies>.”

All students should read carefully and thoroughly the 2012-2013 Brooklyn College Bulletin, especially pp. 25-39 for a complete listing of academic regulations of the College.

http://www.brooklyn.cuny.edu/web/off_registrar/121024_2012-13_Graduate_Bulletin.pdf

Penalties

Violation of this Code of Conduct and other rules of Brooklyn College and C.U.N.Y. can result in:

- Lowering your course grade one full letter per offense
- Receiving an F or failing grade for the course
- Being suspended or expelled from the college or university

❖ **Disability-Related Accommodations**

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

❖ **Absence for Religious Reasons**

You are not required to attend a class meeting if it interferes with your religious observance. However, being absent does not excuse you from submitting or completing any assignments that are due. The state law regarding non-attendance because of religious beliefs can be found in the Brooklyn College Bulletin. http://www.brooklyn.cuny.edu/web/off_registrar/121024_2012-13_Graduate_Bulletin.pdf

❖ **Important Dates on the College Calendar**

Wednesday, August 28 **First day of classes**

Monday, September 2 **Labor Day: College Closed**

Tuesday, September 17 **Last day to drop a course without a grade**

Wednesday, September 18 First day to apply for **W grade***

Monday, October 14 Columbus Day—**College Closed**

Tuesday, October 15 Conversion Day: Classes follow a **Monday schedule**

Friday, November 8 **Last day to apply for withdrawal (i.e., W grade) from courses***

Monday, December 16 **Reading Day**

Tuesday December 17 – Monday, December 23 **Graduate students: Last Classes or Final Examinations**

*When you DROP a course, it will not appear on your transcript. When you WITHDRAW from a course, a W will appear on your transcript, but it does not count in your GPA. If a student withdraws or drops a course during the first week of class they are 25% liable for tuition, the second week of class 50% liable, the third week of class 75%, and the 4th week of class or thereafter there is a 100% tuition liability.



❖ General

This is a graduate course. I developed a roadmap that will enable us to successfully cover the course materials. Late assignments will not be accepted. If you do not complete an assignment your grade for that assignment is a zero. The due dates are set to help you manage the workload and be successful in the course. University-wide the **ABS grade** designation is no longer in use. Students are not entitled to an INC grade and it is at the faculty member's discretion. I will not issue an **INC grade** since I do not believe that is in your best interest. Campus wide it has been found that almost always the student does not complete the work required by the college's deadline and the computer automatically turns the INC into an F. If necessary you can drop the course with a W grade. However, I designed the course to be meaningful, but also manageable. I know that many of you work, have families, and are taking other courses. I am very confident that you will be able to meet the course requirements. **You can do it! Yes you can! Let me know what I can do to help you be successful.**

**** Your responses to each question must be detailed and demonstrate your understanding of the key concepts in the chapter. You must be able to demonstrate your ability to apply the chapter concepts to the case studies. If you use key terms in your response please define the terms and explain how they are applicable to the case. I know what the terms mean, but for you to get full credit you need to convince me that you know what the terms mean. :-)

Do not email me your case study analysis.
Post your assignments to BlackBoard.

Case Study Analysis

You must:

- + demonstrate your understanding of the chapter concepts
- + **explain the relevant concepts correctly**
- + apply the chapter concepts to the case, and
- + **include facts from the case to support your position**

*** Type your responses in WORD and save to your computer or flash drive so that you can review your case studies for the exam. Copy and paste your responses to the BlackBoard blog for the assignment by **10 pm** on the due date. Each assignment has a separate blog link. After the due date you will no longer be able to post to blackboard.

❖ Media Players

To make the course more interactive and interesting I also posted a short video for each case. For your convenience I posted two different file types for each video case.

VLC Media Player can play Flash (flv) and Mpeg 4 (mpg) video files.

Download free VLC Media Player at the link below

<http://www.videolan.org/vlc/>

Quick Time also can play Mpeg 4 (mpg) video files

<http://www.apple.com/quicktime/download/>

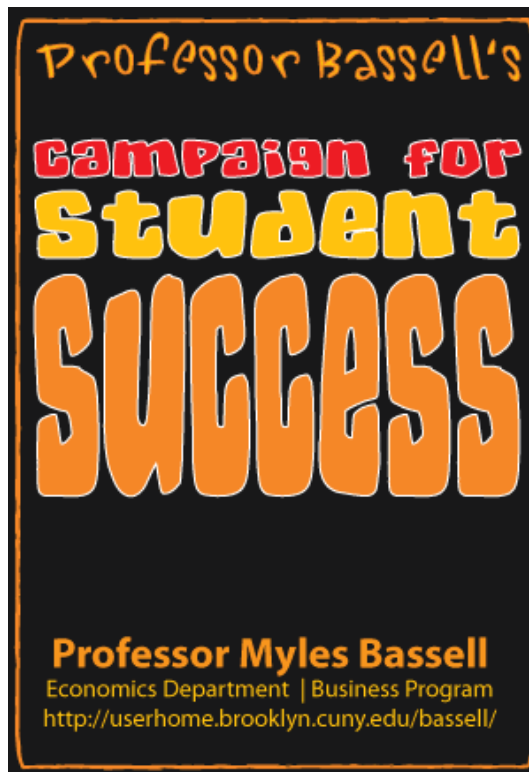
Windows Media Player can play Windows Media Video (wmv) files

Download free Windows Media Player at the link below

<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

This will be a fun semester ! I am looking forward to being your coach !

- ❖ Name: Prof. Myles Bassell
- ❖ Mobile: (615) 400 5390 (you can text or call)
- ❖ Email: mbassell@brooklyn.cuny.edu professorbassell@yahoo.com
- ❖ Office Location: 216 Whitehead Hall
- ❖ Virtual Office Hours: 24/7 **Email** / Instant Message / **Text Message** / Phone
- ❖ Profile http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379
- ❖ Teaching Portfolio <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- ❖ Course Website www.professorbassell.com



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Bibliography

Bloom, Benjamin. *Taxonomy of Educational Objectives: The Classification of Educational Goals; Handbook I: Cognitive Domain*. New York: Longman Group, 1956. Print.

The Association to Advance Collegiate Schools of Business (AACSB) 2012. Assurance of Learning. Retrieved January 15, 2012, from http://www.aacsb.edu/accreditation/business/standards/aol/defining_aol.asp