



### ❖ Instructor's Information

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- Profile [http://www.brooklyn.cuny.edu/pub/Faculty\\_Details5.jsp?faculty=379](http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379)
- Portfolio **<http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>**

### ❖ Textbook Required

#### **Managerial Economics and Organizational Architecture**

By Brickley, Smith, & Zimmerman

5<sup>th</sup> edition (2009)

McGraw-Hill Publishers

ISBN: 978-0-07-337582-3

### ❖ Course Overview

Microeconomics focuses on the behavior of the firm and the individual. We will explore how companies and consumers make decisions and allocate resources. Microeconomics explores how the behaviors and decisions of companies and consumers impact the supply and demand for products and services and in turn impacts the price. Therefore, the course is interdisciplinary and explores aspects of

- accounting,
- advertising,
- marketing, and
- manufacturing.

Also explored in detail are:

- cost behavior and classifications,
- organizational structure,
- human resource management,
- regulation and taxation, and strategy formulation.

### ❖ Grade Components

Case Study Analysis	25% 6 cases: a minimum of 2,500 words per case
Video Lectures	10%
Discussion Boards	10% 5 cases: 1 main post and 3 subsequent posts
Exam 1 On Campus	50% Tuesday March 13 <sup>th</sup> 5:30pm – 7:30pm <b>148</b> New Ingersoll
Exam 2 On Campus	5% Tuesday May 22 <sup>nd</sup> 5:30pm

*This syllabus is subject to change as necessary.*

**CSA = Case Study Analysis** a minimum of 2,500 words per case

**VL = Video Lecture** **DB = Discussion Board** 1 main post and 3 subsequent posts

Week	Date	Due	Topics
1	Jan 27 Fri	<b>CSA A</b> <b>VL</b> 1-3	Chapter 5 Production & Cost
2	Jan 31 Tues	<b>CSA B</b>	Chapter 7 Pricing with Market Power
3	Feb 7 Tues	<b>VL</b> 4-5	Chapter 1 Managerial Economics Chapter 2 Economists' View of Behavior
4	Feb 14 Tues	<b>CSA C</b> <b>VL</b> 6-7	Chapter 3 Markets, Organizations, & Knowledge Chapter 4 Demand
5	Feb 21 Tues	<b>CSA D</b> <b>VL</b> 8-9	Chapter 6 Market Structure Chapter 8 Creating & Capturing Value
6	Feb 28 Tues	<b>CSA E</b>	Chapter 9 Game Theory: Economics of Strategy Chapter 10 Incentive Conflicts & Controls
7	March 6 Tues	<b>xxxx</b>	<a href="#">Bassell Student Appreciation Day :-)</a>
8	<b>Mar 13</b> <b>TUESDAY</b>	<b>Exam 1</b>  There are no makeup exams.	<b>Chapters 1, 2, 3, 4, 5, 6, 7</b>  <b>148 New Ingersoll 5:30 – 7:30 pm</b>  If you miss the exam your grade in the course is an F.
9	Mar 20 Tues	<b>DB 1</b>	Chapter 11 Organizational Architecture
10	Mar 27 Tues	<b>DB 2</b>	Chapter 12 Decision Rights
11	Apr 3 Tues	<b>DB 3</b>	Chapter 13 Decision Rights
12	Apr 10 Tues	<b>xxxx</b>	Spring Break
13	Apr 17 Tues	<b>xxxx</b>	<a href="#">Bassell Student Appreciation Day :-)</a>
14	Apr 24 Tues	<b>DB 4</b>	Chapter 18 Corporate Governance
15	May 1 Tues	<b>DB 5</b>	Chapter 19 Vertical Integration
16	May 8 Tues	<b>xxxx</b>	<a href="#">Bassell Student Appreciation Day :-)</a>
17	May 15 Tues	<b>CSA F</b>	<b>Capstone Case Study: Andersen</b> pages 553-559
18	May 22 Tues	<b>Exam 2: On Campus</b>	Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11-13, 18, 19  <b>Brooklyn College</b>

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### ❖ Course Objectives

Drawing upon modern managerial economics, this course will develop students' ability to apply the tools of economic analysis to make business decisions. The course will help students understand the following topics:

- economists' view of behavior,
- markets and organizations,
- demand, production and cost,
- market structure,
- pricing,
- strategy and game theory,
- incentive conflicts and contracts,
- organizational architecture,
- decision rights,
- human resource decisions,
- vertical integration and outsourcing,
- leadership and change within organizations,
- regulation,
- management of innovation, and
- creating organizational architectures that foster ethical behaviors.

This course will help you understand marketplace dynamics from an interdisciplinary perspective and with companies and consumers as a frame of reference.

### ❖ Learning Outcomes

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

1. demonstrate their competence with respect to fundamental interdisciplinary concepts regarding: marketing, advertising, accounting, and manufacturing.
2. explain the role of consumer markets and organizations, demand, production and cost, market structure, pricing, strategy and game theory, incentive conflicts and contracts, organizational architecture, decision rights, human resource decisions, vertical integration and outsourcing, and leadership.
3. discuss in detail the differences between cost behavior (fixed costs and variable costs) and cost classifications (period costs and product costs).
4. describe process costing and job order costing scenarios.
5. prepare a contribution margin, break-even volume, and margin of safety analysis.
6. analyze how the business environment (technology, regulation, and competition) affects the firm's strategy;
7. analyze how strategy and the business environment impacts the firm's choice of organizational form;
8. analyze how the organizational structure, the reward system, and the performance evaluation system affects organizational performance, or creating organizations that foster ethical behaviors.
9. understand the relationships between the firm's organizational choices and ethical behaviors.

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## ❖ Methodology

- **Textbook:** The textbook is required and an important tool used to expose students to important marketing 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 microeconomics concepts will be explored and students will be required to analyze **10 case studies**. 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 demonstrate an understanding of the concepts and to apply the concepts to specific scenarios. 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. Comments should demonstrate an understanding of key course concepts, strong critical thinking skills, and a persuasive logic.
- **Video Segments:** There are some of my lectures on YouTube. Prepare a very detailed report of the Video Lecture Series. Take detailed notes on the video lecture as if you were sitting in class and include specific examples mentioned in the lecture. The lecture includes worked problems and you should mention the problem #, page #, name of company, type of company, but you do not need to show the calculations in your report. However, you should explain how the concept applies to the company in the problem and the recommended course of action or what the analysis or computation revealed. The more detailed your report the better your grade. Your report should be specifically based on the lecture.

Keep in mind the video lectures are for your benefit. These lectures close the gap between theoretical and practical. Do **not** just provide a list of topics discussed. You must provide a detailed explanation of the concepts and specific examples discussed in the lecture.

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❖ [Methodology](#) (continued)

### Video Lecture Reports:

Do **not** include related information from an online source. If you simply copy and paste 'stuff' from the internet your score is a zero. If this happens more than once your grade in the course is an F. However, if you want to include a link, chart, or information that is properly footnoted and include as an attachment at the end of your report I will review the information.

You should separate each main topic in the video segment by starting a new paragraph. Since we are not meeting on campus 3 hours a week these video lectures will help you become familiar with key economics related concepts especially since some of the concepts are not discussed in detail in our textbook.

We will not cover all the chapters in the book, but rather focus on certain chapters in great depth and others not at all. However, **I strongly encourage you to read the entire textbook**. I hope you find the video lectures helpful and interesting. Although the course is online I still want it to be interactive and dynamic.

To post your video lecture report

- Click the folder link for Week, 1
- Click the folder link for Video Lecture Series
- Click the folder for the Lecture 1, Lecture 2, etc.
- Click View
- Click Add New Entry
- Copy / Paste your answer **and** Upload your WORD document (you must paste and upload)
- Click Save or Submit

**\*\*Type your answers in WORD first and then copy/paste from WORD into BlackBoard. This will keep you from losing your work if your internet connection is lost. Also after the due date you will no longer have access to the assignment so you need to keep a copy of your posting so that you can review for the exam. Use Internet Explorer not Firefox.**

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❖ Methodology (continued)

**Video Lecture Reports:**

There is a separate link for you to post each lecture report in the folder for Week **1**.

**1 Cost Classifications**

58 minutes <http://www.youtube.com/watch?v=dMhwzWksDQ>

**2 Job Order Costing, Process Costing, Job Cost Sheet**

1 hour 17 minutes <http://www.youtube.com/watch?v=qEHLW4KI84Q>

**3 Activity Based Costing**

54 minutes: <http://www.youtube.com/watch?v=XIykhxyuRJI>

There is a separate link for you to post each lecture report in the folder for Week **3**.

**4 Activity Based Costing, Process Costing**

2 hours 12 minutes <http://www.youtube.com/watch?v=m4P1J60H0yU>

**5 Cost Behavior, High Low Method**

2 hours 3 minutes <http://www.youtube.com/watch?v=bqksHi1VLYg>

There is a separate link for you to post each lecture report in the folder for Week **4**.

**6 Product Life Cycle**

10 minutes [http://youtu.be/3ZSt4\\_IML0g](http://youtu.be/3ZSt4_IML0g)

**7 Adoption Curve**

10 minutes <http://youtu.be/AStuy7nLU3M>

There is a separate link for you to post each lecture report in the folder for Week **5**.

**8 Value**

10 minutes <http://youtu.be/Q7N8H86yP40>

**9 Value & Branding**

10 minutes <http://youtu.be/KTBOwtCY0wU>

❖ My Goal

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

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## Learning Outcomes

Week 1 Due Friday, January 27, 2012 by 10pm EST on BlackBoard.

Reading: Chapter 5 Production and Cost

Critical Thinking: Video Lectures Case A

Questions for the case study are on BlackBoard under ASSIGNMENTS : Week 1

After reading this chapter students should be able to:

- LO1:** Discuss in detail the difference between cost behaviors (fixed cost and variable costs) and cost classifications (product costs and period costs).
- LO2:** Explain fully the difference between direct costs and indirect costs.
- LO3:** Describe in detail the costs classified as direct materials, direct labor, and manufacturing overhead.
- LO4:** Explain the role process costing and job order costing play in determining the cost to produce a product or provide service.
- LO5:** Discuss production functions, returns to scale and returns to a factor.
- LO6:** Explain choice of inputs, production isoquants, cost minimization, and changes in input prices.
- LO7:** Distinguish between short run and long run cost curves.
- LO8:** Explain learning curves, minimum efficient scale, and economies of scope.
- LO9:** Describe fully profit maximization, factor demand curves, and cost estimation.
- LO10:** Describe fully profit maximization, factor demand curves, and cost estimation.

The supply and demand curves consist of quantity on the x axis and **price** on the y axis. Before we can determine the **price** we need to understand cost classifications, cost behavior, and costing models used to track and compute costs. We must have a practical understanding of costs if we are to understand the impact a change in price will have on the demand of consumers and the supply produced by companies.

The authors of our textbook indicate: *“Economics long has been applied to questions of pricing policy – for example, “how would raising the **price** of the firm’s products affect sales and firm value?” We address standard managerial economics questions involving pricing, **advertising**, scale, and choice of inputs to employ in **production**. In addition, we apply these same tools to examine questions of **organizational architecture**.”*

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### Learning Outcomes

Week **2** Due Tuesday, January 31, 2012 by 10pm EST on BlackBoard.

Reading: Chapter 7 Pricing with Market Power

Critical Thinking: Case **B**

Questions for the case study are on BlackBoard under ASSIGNMENTS : Week 2

After reading this chapter students should be able to:

- LO1:** Explain why a firm facing a downward sloping demand curve has market power.
- LO2:** Discuss in detail cost plus and markup pricing.
- LO3:** Describe profit maximization and how to estimate the profit maximizing price.
- LO4:** Discuss how to implement a pricing strategy`.
- LO5:** Explain the difference between penetration pricing and skimming.
- LO6:** Explain block pricing, group pricing, menu pricing, and price discrimination.
- LO6:** Discuss the application of process costing, activity based costing, and job order costing.
- LO6:** Explain cost behavior and the high low method.

Week **3** Due Tuesday, February 7, 2012 by 10pm EST on BlackBoard.

Reading: Chapters 1 & 2 Managerial Economics & Economists' View of Behavior

Critical Thinking: Video Lectures 4 & 5

After reading chapter **1** students should be able to:

- LO1:** Explain what economic analysis is and when to use it.
- LO2:** Discuss economic Darwinism and benchmarking.
- LO3:** Recognize the bases used to segment consumer and organizational markets.

After reading chapter **2** students should be able to:

- LO1:** Explain marginal analysis and opportunity costs.
- LO2:** Discuss indifference curves, opportunities and constraints.
- LO3:** Describe alternative models of behavior.
- LO4:** Explain issues with making decisions under uncertainty.



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## Learning Outcomes

Week **4** Due Tuesday, February 14, 2012 by 10pm EST on BlackBoard.

Reading: Chapters 3 & 4 Markets, Organizations, & Demand

Critical Thinking: Video Lectures 6-7 Case **C**

After reading chapter 3 students should be able to:

**LO1:** Describe the goals of economic systems.

**LO2:** Explain supply and demand concept.

**LO3:** Discuss knowledge creation, incentives in markets, and central planning.

**LO4:** Explain contracting costs in markets and within firms.

After reading chapter 4 students should be able to:

**LO1:** Explain demand functions and curves.

**LO2:** Discuss law of demand, elasticity of demand, and linear demand curves.

**LO3:** Describe the impact the price of related products has on demand.

**LO4:** Discuss product attributes and the impact of price on product life cycles.

**LO5:** Explain demand estimation.

Week **5** Due Tuesday, February 21, 2012 by 10pm EST on BlackBoard.

Reading: Chapters 6 & 8 Market Structure and Creating Value

Critical Thinking: Video Lectures 8-9 Case **D**

After reading chapters 6 & 8 students should be able to:

**LO1:** Explain competitive markets, monopolistic competition, and oligopoly.

**LO2:** Identify barriers to entry and incumbent reactions.

**LO3:** Discuss value creation, new products, and consumer transaction costs.

**LO4:** Describe the costs and benefits of diversification.

**LO5:** Explain strategy formulation, capabilities evaluation, and internal/external analysis.

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## Learning Outcomes

Week 6 Due Tuesday, February 28, 2012 by 10pm EST on BlackBoard.  
Reading: Chapters 9 & 10 Game Theory and Incentive Conflicts & Controls  
Critical Thinking: Case E

After reading chapters 9 & 10 students should be able to:

- LO1: Explain game theory and analyze the payoffs.
- LO2: Discuss simultaneous-move, sequential interactions, and first-mover advantage.
- LO3: Explain incentive conflicts within firms and controlling incentive problems with contracting.
- LO4: Describe implicit contracts and reputational concerns.
- LO5: Explain pre-contractual information problems.

Week 7

Reading: - No Class

Critical Thinking: - **Bassell Student Appreciation Day**

Review for Exam

Week 8 **March 13<sup>th</sup>**

Exam 1 Chapters 1, 2, 3, 4, 5, 6, 7

Brooklyn College

148 New Ingersoll

5:30 – 7:30pm

**\*\*\* Bring #2 Pencils and erasers to the exam**

\*\*\* There are no makeup exams. If you do not show up to the exam your score is a zero and your grade in the course is an F. However, I am expecting everyone to get a 100 on the exam! You can do it! Yes you can!

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## Learning Outcomes

Week **9** Due Tuesday, March 20, 2012 by 10pm EST on BlackBoard.  
Reading: Chapter 11 Organizational Architecture  
Critical Thinking: Discussion Board **1**

After reading this chapter students should be able to:

- LO1:** Explain the architecture of markets and firms.
- LO2:** Recognize interdependencies within organizations.
- LO3:** Explain corporate culture and architectural determinants.

You must post your response by Tuesday @ 10pm EST on BlackBoard. You must also post 3 constructive and thoughtful comments or questions that are in reference to the postings of other students. The purpose of the Discussion Board is to create an online dialogue that simulates classroom discussion. A detailed and intelligent response to a question about your posting counts as one of the three comments. The same guidelines apply to the other discussion questions.

Week **10** Due Tuesday, March 27, 2012 by 10pm EST on BlackBoard.  
Reading: Chapter 12 Decision Rights: Empowerment  
Critical Thinking: Discussion Board **2**

After reading this chapter students should be able to:

- LO1:** Explain the costs, benefits, and management implications of decentralization.
- LO2:** Discuss the costs, benefits, and management implications of assigning decision rights to teams.
- LO3:** Describe decision management and control.

Week **11** Due Tuesday, April 3, 2012 by 10pm EST on BlackBoard.  
Reading: Chapter 12 Decision Rights: Bundling Tasks into Jobs  
Critical Thinking: Discussion Board **3**

After reading this chapter students should be able to:

- LO1:** Explain specialized versus broad task assignments.
- LO2:** Discuss the grouping of jobs by function, product or geography.
- LO3:** Describe matrix and network organizations.

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## Learning Outcomes

## Week 12

Reading: - No Class  
Critical Thinking: - **Spring Break**

## Week 13

Reading: - No Class  
Critical Thinking: - **Bassell Student Appreciation Day**

Week 14 Due Tuesday, April 24, 2012 by 10pm EST on BlackBoard.

Reading: Chapter 18 Corporate Governance

Critical Thinking: Discussion Board 4

After reading this chapter students should be able to:

**LO1:** Discuss integrated marketing communication and the communication process.

**LO2:** Describe the promotional mix and the uniqueness of each component.

**LO3:** Select the promotional approach appropriate to a product's target audience, life-cycle stage, and characteristics, as well as stages of the buying decision and channel strategies.

**LO4:** Describe the elements of the promotion decision process.

**LO5:** Explain the value of direct marketing for consumers and sellers.

Week 15 Due Tuesday, May 1, 2012 by 10pm EST on BlackBoard.

Reading: Chapter 19 Vertical Integration and Outsourcing

Critical Thinking: Discussion Board 5

After reading this chapter students should be able to:

**LO1:** Explain the differences between product advertising and institutional advertising and the variations within each type.

**LO2:** Describe the steps used to develop, execute, and evaluate an advertising program.

**LO3:** Explain the advantages and disadvantages of alternative advertising media.

**LO4:** Discuss the strengths and weaknesses of consumer-oriented and trade-oriented sales promotions.

**LO5:** Recognize public relations as an important form of communication.

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## Learning Outcomes

Week 16

Reading: - No Class

Critical Thinking: - **Bassell Student Appreciation Day**

Week 17 Due Tuesday, May 15, 2012 by 10pm EST on BlackBoard.

Reading: -

Critical Thinking: - **Capstone Case Study: Andersen**

Week 18 May 22<sup>nd</sup>

Exam 2 **Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 18, & 19**

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**\*\*\* Bring #2 Pencils and erasers to the exam**

**\*\*\*** There are no makeup exams. If you do not show up to the exam your score is a zero. However, I am expecting everyone to get a 100 on the exam!

❖ My Mission

To help students achieve their educational and professional goals.



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❖ My Goals For You

1. Increase Your general knowledge about the subject
2. Enhance Your ability to analyze and solve problems
3. Improve Your ability to use computers and the Internet
4. Expand Your ability to find and use information on your own
5. Develop Your ability to express your ideas
6. Fortify Your appreciation and sensitivity to ethical issues

❖ 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

❖ Exams

Exam #	Location	Date of Exam	
1	On Campus	March 13 <sup>th</sup>	7 Chapters 1, 2, 3, 4, 5, 6, 7 5:30pm – 7:30pm <b>148</b> New Ingersoll
2	On Campus	May 22 <sup>nd</sup>	15 Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 18, 19

❖ You are required to take all exams. There are **NO** makeup exams allowed by the department.

\*\*\*\* If you do not take Exam 1 your score is a zero and your grade in the course is an F.

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❖ Grading

Case Study Analysis	25%	6 cases: a minimum of 2,500 words per case
Video Lectures	10%	
Discussion Boards	10%	5 cases: 1 main post and 3 subsequent posts
Exam 1 On Campus	50%	Tuesday March 13 <sup>th</sup> 5:30pm – 7:30pm 148 New Ingersoll
Exam 2 On Campus	5%	Tuesday May 22 <sup>nd</sup> 5:30pm

**Not being able to get into Black Board is not an excuse** for not completing assignments. The assignments for the entire semester are already posted to BlackBoard or our course website and I encourage you to stay ahead of the schedule.

EXTRA CREDIT: There are no EXTRA Credit assignments.

Your exams and projects will be graded diligently. There is **NO curve** in grading exams. If your average is a 59 you earned an F. There are **NO extra credit** assignments. A **rigorous process** will be used to determine your final grade. If you get an A you should get satisfaction from knowing that you worked hard and earned that grade.

❖ Grading Criteria

A	92.5% +		C	72.5% to 77.49%
A-	90.0% to 92.49%		C-	70.0% to 72.49%
B+	87.5% to 89.99%		D+	67.5% to 69.99%
B	82.5% to 87.49%		D	62.5% to 67.49%
B-	80.0% to 82.49%		D-	60.0% to 62.49%
C+	77.5% to 79.99%		F	Below 60%

Rubric for Evaluating Assignments

Criteria	A 90+	B 80+	C 70+	F
<b>Quantity</b>	<p><b>500 words per question</b></p> <p>The amount of facts provided demonstrates an <b>excellent</b> and complete understanding of the concepts and the application of the concepts.</p>	<p><b>400 words per question</b></p> <p>The amount of facts provided demonstrates a <b>good</b> understanding of the concepts and the application of the concepts.</p>	<p><b>250 words per question</b></p> <p>The amount of facts provided demonstrates only a <b>fair</b> understanding of the concepts and the application of the concepts.</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>
<b>Quality</b>	<p>Demonstrates an <b>excellent</b> understanding of the chapter concepts, explains effectively and accurately the relevant concepts, applies the chapter concepts properly to the case, and includes facts from the case to support a main idea. Citations and examples were included as necessary.</p>	<p>Demonstrates a <b>good</b> understanding of the chapter concepts and often accurately and effectively explains the concepts, applies chapter concepts to the case, and includes facts from the case to support a main idea. Citations and examples were usually included as necessary.</p>	<p>Demonstrates only a <b>fair</b> 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 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>
<b>Relevance</b>	<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>
<b>Manner</b>	<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>



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### ❖ 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**.

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### ❖ 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/pub/documents/grad\\_bulletin\\_11.pdf](http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.pdf)

### ❖ Important Dates on the College Calendar

- Friday, January 27 *First day of weekday classes*
- Thursday, February 9 *Last day to late-add a course with instructor and department approval*
- Monday, February 13 *Lincoln's Birthday Observed—College Closed*
- Thursday, February 16 *Last day to drop a course without a grade\**
- Friday, February 17 *First day to apply for W grade\**
- Monday, February 20 *Presidents' Day—College Closed*
- Tuesday, February 21 *Conversion Day: Classes follow a Monday schedule*
- Friday, April 6– Sunday, April 15 *Spring Recess*
- Thursday, April 19 *Last day to apply for withdrawal (i.e., W grade) from courses\**
- Tuesday, May 15 *Last day of undergraduate classes*
- Thursday, May 17– Wednesday, May 23 *Graduate Last Classes or Final Examinations*
- Thursday, May 17– Thursday, May 24 *Undergraduate Final Examinations*
- Monday, May 28 *Memorial Day—College Closed*
- Wednesday, May 30 *Master's Commencement*
- Thursday, May 31 *Baccalaureate Commencement*

\* When students **drop** a course, it will not appear on their transcript. When they **withdraw** from a course, however, a grade of W will appear on their transcript. A W grade does not count toward the GPA. A "W" grade carries a 100% financial liability.

Brooklyn College, School of Business, Graduate Program

### 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>. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST** report the violation."

All students should read carefully and thoroughly the 2011-2012 Brooklyn College Bulletin, especially pp. 21-35 for a complete listing of academic regulations of the College.

**[http://www.brooklyn.cuny.edu/pub/documents/grad\\_bulletin\\_11.pdf](http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.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

Brooklyn College, School of Business, Graduate Program

## ❖ General

This is a 15 week 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. 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

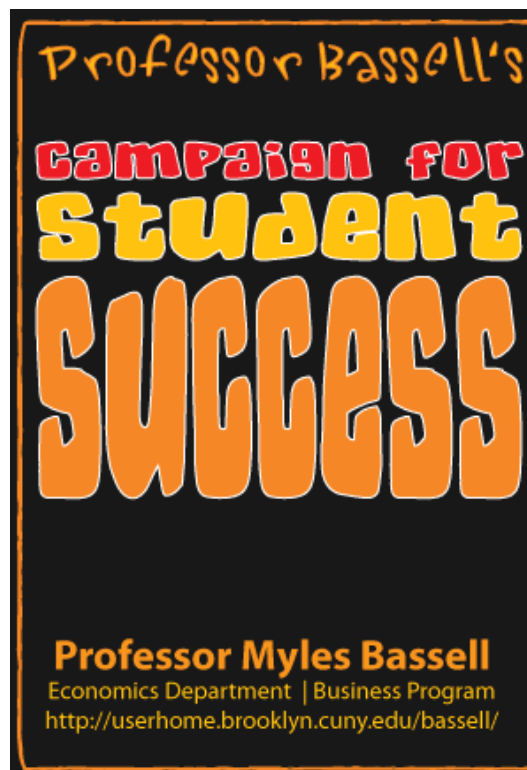
Download free Windows Media Player at the link below

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

Brooklyn College, School of Business, Graduate Program

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](mailto:mbassell@brooklyn.cuny.edu) \*\*\* check YOUR email daily
- Instant Messenger Yahoo: professorbassell
- Virtual Office Hours: 24/7 Email / Instant Message / **Text Message** / Phone
- Course Website <http://userhome.brooklyn.cuny.edu/bassell>
- Profile [http://www.brooklyn.cuny.edu/pub/Faculty\\_Details5.jsp?faculty=379](http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379)
- Portfolio <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>



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