

1-2015

## BUS 210.02: Critical Analysis for Business

Scott D. Johnson

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**MISSOULA COLLEGE  
UNIVERSITY OF MONTANA  
BUSINESS TECHNOLOGY DEPARTMENT**

**COURSE NUMBER AND TITLE:** BUS 210 02-SPR15 – Critical Analysis for Business

**DATE REVISED:** Spring 2015

**5SEMESTER CREDITS:** 3

**PREREQUISITES:** None

**FACULTY:** Scott Johnson

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**ACADEMIC MISCONDUCT STATEMENT:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. Plagiarism constitutes academic misconduct and will not be tolerated.

All students need to be familiar with the Student Conduct Code. The code is available for review online at [http://life.umt.edu/VPSA/student\\_conduct.php](http://life.umt.edu/VPSA/student_conduct.php).

**COURSE NUMBER AND TITLE:** BUS 210 Critical Analysis for Business

**PREREQUISITES:** ENEX 101 or equivalent, or similar writing course approved by instructor.

**COURSE DESCRIPTION:**

This is an analysis, critical thinking, and writing course for students in the Business Technology field. Students will hone the ability to express themselves in writing with clarity, precision, and conciseness. Students will be expected to use correct grammar, syntax, and punctuation. Students will also learn to craft arguments for logic and develop coherent and comprehensive responses to arguments. This course will emphasize practical application rather than purely academic exercise.

**CREDITS AWARDED UPON SUCCESSFUL COMPLETION:** 3

**REQUIRED TEXT:** A writing style and format guide such as *The Everyday Writer* by Andrea Lunsford, Fourth Edition, or the *Little, Brown Compact Handbook* by Jane E. Aaron.

## **COURSE OBJECTIVES AND SKILL DEVELOPMENT:**

1. Develop a solid understanding of the elements of good writing.
2. Learn to craft a fluid, coherent, reasoned, grammatically and syntactically correct written product.
3. Identify and research the elements of an argument
4. Test the elements of an argument for logic, truth, accuracy, coherence, and completeness.
5. Explain how the elements of an argument combine, or fail to combine, to establish a valid position.
6. Discuss alternative points of view regarding researched topics and provide arguments for and against conclusions drawn from researched topics.

## **INSTRUCTIONAL METHODS:**

- 1) Lecture
- 2) In-class peer editing
- 3) Writing
- 4) Drafting and developing outlines
- 5) Individual class presentations

## **METHODS OF EVALUATION:**

Students will be graded in three general areas:

Paper writing/rewriting: 60%

In class peer paper review/editing/participation: 20%

Final research presentation: 20%

*Keep in mind, paper writing and rewriting are difficult processes when done correctly!*

Writing Assignment 1: The first writing assignment is a short (300 to 500 word) writing sample based on an in-class assignment and will act as an indicator of students' writing abilities.

Writing Assignment 2: The second writing assignment is a research paper and will consist of two drafts, which will be graded together. Students will first submit a draft for instructor comment. Students will then make revisions based on the comments and submit a final version. This will give students an idea of instructor grading style and expectations (20%).

Writing Assignment 3: The third writing assignment is a position paper in which you research a topic and present a position. (20%)

Writing Assignment 4: The fourth writing assignment is a counter position to Writing Assignment 3. (20%)

Final Research Presentation: For the final research presentation, students will present an analysis/opinion of a current event such as a recent case holding or a local political issue. This presentation will require research to understand the issue and analysis of the validity of the arguments presented (20%).

## **GRADING SCALE**

A: 100-90%  
B: 89-80%  
C: 79-70%  
D: 69-60%  
F: below 60%

## **DETAILED OUTLINE OF SUBJECT AREAS: (This outline is subject to change.)**

### **Week 1**

Introduction: syllabus review, course nature, and assignment discussion.  
Writing Assignment 1 topic discussion.  
Writing basics: grammar, spelling, punctuation, syntax, style, paragraphing.

### **Week 2**

Writing basics continued.  
Presentation: writing a research paper.  
Handout: analytical research paper.

### **Week 3**

Writing Assignment 2: analytical research paper discussion and topic selection.  
Presentation and discussion: plagiarism.

### **Week 4**

In class exercise: prewriting and outlining.  
Drafting a thesis statement.  
In class exercise: peer review of outline for Writing Assignment 2.  
In class exercise: drafting a thesis statement for Writing Assignment 2.

### **Week 5**

Presentation: drafting the body and conclusion for Writing Assignment 2.  
In class exercise: peer review/editing of Writing Assignment 2 draft.

### **Week 6**

Research techniques and sources.  
Presentation: citing sources.

### **Week 7**

In class exercise: peer review/editing of Writing Assignment 2 final version.  
Writing Assignment 3: argumentative research paper discussion and topic selection.

**Week 8**

Presentation: elements of argument, response, order, and logic.

Handout: letters to the editor.

In class exercise: prewriting and outlining for Writing Assignment 3.

Handout: argumentative research paper.

**Week 9**

In class discussion: argumentative research paper handout.

In class exercise: drafting a thesis for Writing Assignment 3.

In class exercise: peer/instructor review of thesis statement/outline for Writing Assignment 3.

**Week 10**

In class discussion: individual writing problems, questions, and concerns.

In class exercise: peer review/editing of Writing Assignment 3.

**Week 11**

*Election Day—no class on Tuesday.*

In class exercise: prewriting, outlining, and thesis drafting for Writing Assignment 4.

**Week 12**

*Veteran's Day—no class on Tuesday.*

In class exercise: analysis of Writing Assignment 3.

Presentation: public speaking.

Sign-up sheet for final presentations.

**Week 13**

In class exercise: peer review/editing for Writing Assignment 4.

In class discussion: final presentations problems and concerns.

**Week 14**

Student presentations.

*Thanksgiving—no class on Thursday.*

**Week 15**

Student presentations.

**Finals Week**

**ATTENDANCE POLICY:** All students are expected to attend every class unless excused by the instructor prior to class. Students who miss four classes will receive a failing grade.

**CLASS MEETING TIME AND PLACE:** Tuesday/Thursday 2:10 p.m. – 3:30 p.m. in room AD 13

**DISABILITY ACCOMODATION STATEMENT :** Any student requiring special consideration for any reason must contact the instructor to discuss the matter prior to any situation that requires special consideration. Please be prepared to provide a letter from your DSS coordinator. For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406.243.2243 (voice/text).

**MISSED/LATE COURSE WORK POLICY:**

Late or incomplete homework and/or class presentation and/or papers will not be accepted for credit. An exception to this policy may be created by the instructor on a case-by-case basis depending on circumstances. Such circumstances must be submitted in writing along with the late or incomplete material.

**TESTING POLICY:**

Make up tests or quizzes will not be given unless the instructor is contacted at least one hour prior to the scheduled time for the test or quiz.

**CELL PHONE POLICY**

Please turn off cell phones before class begins as they are distracting to faculty and other students and are not appropriate during class.