

# MAN 205 - Principles of Management Syllabus

"Both the theory and practice of Western management have created a drag on our forward motion. It is the principles of management that are in need of reform."

C.K. Prahalad and G. Hamel

Welcome to this electronic college version of Sinclair Community College's  
MAN 205 - Principles of Management

My name is [Dennis Brode](#) and I will be your electronic instructor! Sit back, relax, flex your index finger and get ready to enjoy this on-line experience!

## Communicating with me:

As a full-time Sinclair faculty member I maintain an office on the main campus of [Sinclair Community College](#). My office is in building 5 room 5113C. The Management department office is in room 5142 and is normally open 8:00 a.m. to 5:00 p.m. Monday - Friday. Generally, assignments should be posted to the discussion forum. If you are unable to post your assignments, you may drop them off in the Management Department office (slide them under the door if the office door is locked). Additionally feel free to fax assignments to me at (937) 512-2125, email them to me at [dennis.brode@sinclair.edu](mailto:dennis.brode@sinclair.edu) or mail them to my home at

Dennis Brode  
2102 Lakeman Drive  
Bellbrook, OH 45305.

To speak with me you may call my office number (512-3722), the Management department secretary (512-2615).

## Evaluation System

A major objective of this course is to create a learning environment, which provides you, the customer, an avenue in which to think critically about the course material. To this end, the following evaluation scheme was developed:

Insights Summary	10%
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Quizzes - 5 @ 10% each	50%
Interactive Exercises - 4 @ 10% each	40%
<b>TOTAL</b>	100%

- [Insights summary - 10% of final course Grade](#)

In an attempt to improve the course and the readings you will identify your three key “insights” learned from each textbook chapter. An “insight” is defined as “something important you discover for the first time”. Therefore I am asking that you identify for each chapter read, three insights. Don't be concerned with recording reams of information. I simply want you to list (in no more than two sentences) the three insights you gained from reading the chapter. You may wait until you've completed all insights before emailing those to me. Click on the "[Course Resources](#)" Icon to download an insights form or you may simply list in an email the insights (by chapter number).

- [Quizzes \(5\) - Each quiz is worth 10% for a total of 50% of final course grade](#)

You will be required to complete five on-line quizzes. The quizzes will be taken on-line and do not, therefore, require you to come to campus. You may access the quizzes by selecting the "Quiz" icon from the course homepage. Each quiz will contain multiple choice questions and will test your understanding of key course concepts and terminology. The questions build on the information and knowledge you will gain from the textbook readings and web course information. There is one quiz associated with each of the five parts of our course (i.e. foundation, planning, organizing, influencing, controlling). Please refer to the "[Introduction](#)" page under the "Course Content" Icon for further information regarding the required readings. Please refer to the "Calendar of Course Events" icon on the course homepage for a complete list of due dates for the quizzes.

I have also provided a sixth quiz labeled "optional retake to replace one quiz grade". As its name suggests, this quiz is optional and is provided in case you are not satisfied with one of your quiz grades.

You can choose to take this optional quiz and, if the optional quiz score is higher than a lower quiz score, I will replace one low quiz grade with the optional quiz grade. So as not to penalize for attempting the optional quiz, I will not use the optional quiz grade should it be lower than your lowest quiz grade. The optional quiz will cover material from throughout the entire course.

I have also provided five practice quizzes (one for each of the required quizzes) that allow you to practice before taking each of the required quizzes. These practice quizzes can be taken as many times as you like and will help provide you practice before taking the actual quizzes. I encourage you to take these practice quizzes before attempting the actual quizzes.

- [Interactive Exercises - 4 exercises each worth 10% of final course grade](#)

Since this is a WWW-based course, I believe it is imperative that you make use of the enormous power of the World Wide Web. Therefore, you will be required to complete four interactive exercises that utilize the web's technology. The instructions for the four interactive exercises can be downloaded by clicking on the "[Interactive Exercises](#)" Icon. When you complete each interactive exercise, please post your answers to the discussion forum (no need to email me). In this way, each class member can share and learn from the others. I think you'll find an enormous wealth of knowledge associated with other students!

## Assignment Due Dates

Please refer to the "Calendar of Course Events" icon on the course homepage for a complete list of

pertinent dates.

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## My Approach to Learning in a Web-based Environment

I am sometimes asked about the length of the assignments and whether I might be expecting too much of students. I'd like to briefly discuss my approach to testing, grading, and learning. Over the years I've come to realize that some students take a class simply to receive a passing grade but with generally no interest in learning. Others take a class to learn all they can and, by their increase in knowledge and learning, earn a grade. These are two different philosophies for education and, frankly, I have designed the class to aid the latter group as they search for knowledge and understanding. With that said, there are some specific differences between a web-based course and a traditional face-to-face course.

Firstly, as a web course we do not meet in class so there are between 30 and 36 hours of contact and instructional hours (per quarter) that do not exist in the web environment. Secondly, since each assignment covers approximately 1 week of "in-class" topics, an additional 3-4 hours of "study time" would be a target. This includes reading, study, and writing needed to appropriately absorb the material. Over the last nearly three years of working with the web course I have determined that the assignments are of sufficient length and depth to ensure that the learner has been introduced to the primary concepts and can demonstrate competency.

I hope this helps better explain my logic and that each of you will be able to fulfill your learning needs. Please let me know if you have any questions.

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## Grading Scheme

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

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## Support Services ([click here for other college policies](#))

It is my personal goal to help supply each of you (my customers) the very best learning environment possible. Please feel free to discuss with me any instructional accommodations and/or special learning needs you may require. Additionally, Sinclair provides an array of world class support methods to enable you to learn to the best of your ability. These include but are not limited to:

- Counseling and Student Development Center, Room 10324, phone 512-2752
  - "STAY" Group Meetings, Room 10324, phone 512-2752
  - Tutorial Services, Peer Tutoring, Room 6221, 512-2792.
  - The Writing Center, Room 3221, 512-5106.
  - Disability Services, Room 10421, 512-5113.
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## General Education Writing Skills Evaluation Checklist

The General Education Writing Checklist team of Sinclair Community College developed the following criteria to help students and instructors better create and evaluate research papers and other forms of writing. I hope this criteria will help you to better design, develop and evaluate your writing. I will use the criteria as I evaluate your writing.

### **ORGANIZATION (approximately 10% of writing grade)**

Is the writing organized appropriately? Consider effectiveness of the overall plan/pattern as well as the introduction/conclusion.

- Clear, effective introductory paragraph/section
- Engaging or stimulating introduction
- Consistent, well-planned method of organization
- Clear, effective concluding paragraph/section
- Engaging or convincing conclusion

### **CONTENT (approximately 60% of writing grade)**

Is the main idea clear, whether direct or implied, and well supported? Consider quality of thought: accuracy, depth insight.

- Clear main idea
- Stimulating, insightful main idea
- Clear, accurate, in-depth support
- Critical, analytical, insightful support

### **STYLE (approximately 20% of writing grade)**

Is the sentence structure effective? Consider vocabulary and diction, use of transitions, sentence variety and audience awareness.

- Appropriate vocabulary for audience
- Appropriate word choice, diction
- Varied, non-repetitive sentence structure
- Well-crafted, balanced sentences (parallelism)
- Effective use of transitional words, phrases, sentences

### **MECHANICS (approximately 10% of writing grade)**

How well has the writing been edited? Consider spelling, grammar, punctuation, and capitalization as well as format.

- Spelling
  - Capitalization
  - Verb usage (tense, agreement)
  - Pronoun usage/reference
  - Adjective/Adverb usage/comparisons
  - Punctuation: (comma, semicolon/colon, dash, quote marks)
  - Sentence Structure:
  - Avoid sentence fragments and run-on sentences
  - Overall Format (spacing, documentation, neatness)
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# General Education Thinking Guidelines

The Thinking Guidelines, a Faculty-developed instrument at Sinclair Community College, is used to assist with the identification, understanding, improvement, and assessment of thinking.

**Thinking in both breadth and depth is characterized by the following traits.**

## Breadth – (Wide open thinking)

### **Invents new problems**

Questions and problems often originate from original thought.

### **Prioritizes/sees relationships**

Helpful thinking creates order from chaos explaining relationships between things.

### **Respects other approaches**

Open thinking encourages the consideration of ideas from many points of view.

### **Demonstrates integrity**

Humility, courage, confidence and intellectual integrity encouraging dialog and debate are the hallmarks of great thinkers.

### **Can be assessed**

Great thinking establishes measures by which to evaluate the appropriateness, truthfulness, usefulness, or validity of an idea.

## Depth – (Deep thinking)

### **Demonstrates clarity**

Clear thinking defines key terms, offers precision where possible and clarifies rather than confuses issues.

### **Provides support**

Effective thinking supports position with reason and evidence and offers a balance of example, statistics and authority.

### **Sees implications**

Thinking deeply involves seeing relationships and consequences of acts or decisions.

### **Recognizes assumptions**

Thorough thinking identifies and understands the assumptions, points of view and values of others. It is able to analyze and evaluate other's evidence and recognize reasoning errors.

### **Can be applied**

Thinking can be translated into action.