



Marketing and Business Analytics

A&M-COMMERCE

LifeLong Learning - BUSA 497

Spring 2024 (28445)

TR 11:00 am-12:15 pm (SS 312)

Important: The instructor reserves the right to change the content, format, course schedule, and grading policies of this course if deemed necessary. If and when any changes occur, you will be notified as soon as possible.

All students are required to have their own e-mail accounts to communicate with the instructor and other students. E-mail messages will be returned within 24 hours.

COURSE OVERVIEW AND OBJECTIVES

This course is designed to empower the student with the skills, mindset, and strategies necessary to become effective and self-directed lifelong learners. A lifelong learners personal and professional growth, impacted by increased lifespan and rapidly changing world, will depend on their ability to adapt, acquire new knowledge and skills on an ongoing basis. The course will explore a myriad of techniques, tools, and strategies, which will help facilitate continuous learning throughout one's lifetime.

At the end of the course the student should be able to:

- Understand and create a growth mindset to become a lifelong learner,
- Critically evaluate and synthesize information from multiple sources,
- Develop a habit of reflection focusing on continuous improvement,
- Use the course as a foundation for designing their personal lifelong career roadmap and creating a lifelong community.

COURSE METHODS

A variety of course methods such as short lectures & presentations, independent readings, discussions, and case analysis etc. will be used, all of which require the student to be an active participant in the learning process. The focus will be on discussing theories, concepts, and strategies that help cultivate a lifelong learning mindset. The materials for the discussion will be made available to the students on D2L before the class. Students are expected to read all weekly materials in advance and be prepared to discuss them during class. The instructor will act as the facilitator in enhancing the learning process.

COURSE MATERIALS

This course does not require a textbook. There will be multiple readings, books, videos, and podcasts, assigned each week for this course. While some of the required readings will be made available on the D2L course shell, links will be provided for all other course materials

COURSE DELIVERY METHODS



-  Short lectures, presentations, and independent readings (30%)
-  Discussion and participatory learning (30%)
-  Personal growth/development (40%)

EVALUATION

| | <u>Points</u> |
|---------------------------------------|---------------|
| Weekly assignment | 150 |
| In-class participation and discussion | 75 |
| Midterm exam | 75 |
| Final exam | <u>100</u> |
| Total Grade | <u>400</u> |

Evaluation Notes

- Weekly Assignment:** The weekly assignment is a critical part of your individual learning. These assignments will provide you an opportunity to reflect and share your understanding and application of course concepts. The weekly assignment question will be posted on Tuesday before class and will be due the following week by Monday morning at 8:00 am. All assignments will be graded by the end of the week and student grades will be posted on D2L.
- In-class participation and discussion:** The in-class participation and discussion provide each one of you an opportunity to share your views (learning) on the topics being discussed to create a community of learners. Intellectual growth of the community will thrive when all you engage. The grade for this part of the course evaluation will be posted on D2L at the end of each week.
- Midterm/Final Exam:** The exam provides an opportunity for students to demonstrate their understanding of course concepts and their application.

Grading

You will begin the class as a novice who needs to develop an understanding of lifelong learning concepts. This understanding will help you apply the concepts in your life to manage your personal growth and lifelong learning vision. The points you accumulate at the end of the course will determine your expertise level at the end of the course.

| Points | Grade | Personal Growth |
|---------|-------|------------------|
| 360-400 | A | The mentor |
| 320-359 | B | The thinker |
| 280-319 | C | The curious mind |
| 240-279 | D | The explorer |
| <240 | F | The novice |

COURSE POLICIES AND INSTRUCTOR EXPECTATIONS

Students are required to meet the expectations listed below.

- Professional Behavior: It is important that you always maintain a professional demeanor, including during “electronic communication”. TAMUC expects this from you, as do current and future employers. In discussing concepts and ideas we need to respect viewpoints, even when we disagree.
- Regular and Timely Participation: You are expected to read all course materials and be prepared to engage in the learning process.
- Assignments:
 - Submitted assignments must be correctly formatted and free of grammatical and stylistic errors. Students in BUSA 497 should have at least some skills with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from grade!
 - Assignments must be submitted on time. Assignments are due at the date and time listed. Start working on each assignment as soon as you possibly can so that you can ask questions in a timely manner if needed. If you do not submit assignments on time, I will deduct 3 points per day late.
 - Assignments must be complete. You must complete and submit assignments at the specified due date and time to receive credit for the assignment. Please don’t submit work that is only “half-finished”.
 - Please submit all assignments in a format that is compatible with Microsoft Office. Please save all documents as doc or docx files. Do not submit assignments as PDF documents.
 - Back-ups are required: You are required to back up all your assignments on a disk that can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit later.
 - Good communication skills are a requirement of all management professionals. Company recruiters consider these skills critical. Therefore, 10% of the grade of any submitted paper or report will be based on its quality. Quality refers to following the required format, order, and layout of the report, the inclusion of graphs and charts where appropriate, and the use of correct grammar, spelling, and punctuation. Keep professionalism in mind. Submit your work in the same way you would to your manager in the business world. All submissions are to be

typed using Times New Roman, font size 12 and single spaced. **Plagiarism will result in an automatic fail.**

- E-mail: All communication for students outside of class will be posted as an announcement (and email) on D2L. Therefore, students must routinely check e-mail sent to your respective TAMUC email accounts.
- Make-up or late assignments will only be accepted if you obtain university approved documentation for your excuse. There are no make-up assignments for poor performance on a previous assignment.
- Changes to schedule: While I plan to stick to the class schedule, there may be occasions to modify the schedule. In these cases, all changes will be posted as a D2L announcement and an e-mail to your TAMUC account. It is your responsibility to become aware of any such changes.

TENTATIVE SCHEDULE

A classroom is a place to meet and discuss ideas. As you read the assigned materials, you should ask yourself, "What does this reading tell you about lifelong learning? How can you relate it to what you know about lifelong learning? How does it add to your professional growth? Do you agree with the author(s)? If not, why not? What do you foresee happening in the future? Discussions outside of class are very useful and I encourage you to form study groups. While I am there to guide you through the learning process, it is one where each one of you travels on her/his own with the help of your peers.

Content



- Fundamentals: Core concepts & theories, strategies, and methodologies (30%)
- Personal Applications: Linking theory and real-world to self-growth (40%)
- Latest Developments: Recent advances and future trends (30%)

Levels



- Introductory: Appropriate for beginners (50%)
- Specialized: Assumes experience in practice area (30%)
- Advanced: In-depth exploration at undergraduate level (20%)

| Week/ Module | Dates | Topics | Assignments |
|-----------------|---------------|--|---|
| 1 | 1/11 | Introductions & expectations – course, students, and self | Weekly assignment #1 due 1/15 by 8:00 am |
| 2/1 | 1/16 and 1/18 | The why of lifelong learning? A holistic approach to learning | Weekly assignment #2 due 1/22 by 8:00 am |
| 3/1 | 1/23 and 1/25 | The why of lifelong learning? Adaptability, personal development, and career advancement | Weekly assignment #3 due 1/29 by 8:00 am |
| 4/1 | 1/30 and 2/1 | The why of lifelong learning? Health, well-being, personal satisfaction, and societal contribution | Weekly assignment #4 due 2/5 by 8:00 am |
| 5/2 | 2/6 and 2/8 | The how of lifelong learning? Curiosity and lifelong learning | Weekly assignment #5 due 2/12 by 8:00 am |
| 6/2 | 2/13 and 2/15 | The how of lifelong learning? Initiative, independence, and lifelong learning | Weekly assignment #6 due 2/19 by 8:00 am |
| 7/2 | 2/20 and 2/22 | The how of lifelong learning? Critical thinking and lifelong learning | Weekly assignment #7 due 2/26 by 8:00 am |
| 8/2 | 2/27 and 2/29 | The how of lifelong learning? Problem-solving and lifelong learning | Weekly assignment #8 due 3/4 by 8:00 am |
| 9/2 | 3/5 and 3/7 | The why and how of lifelong learning? Connecting the dots Midterm on March 7, 2024 | Weekly assignment #9 due 3/18 by 8:00 am |
| 10/ | 3/12 and 3/14 | SPRING BREAK | |
| 11/3 | 3/19 and 3/21 | The what of lifelong learning? Data, information, and media literacy | Weekly assignment #10 due 3/25 by 8:00 am |
| 12/3 | 3/26 and 3/28 | The what of lifelong learning? Data, information, and media literacy | Weekly assignment #11 due 4/1 by 8:00 am |
| 13/3 | 4/2 and 4/4 | The what of lifelong learning? Health and cultural literacy | Weekly assignment #12 due 4/8 by 8:00 am |
| 14/3 | 4/9 and 4/11 | The what of lifelong learning? Digital (technology) literacy | Weekly assignment #13 due 4/15 by 8:00 am |
| 15/3 | 4/16 and 4/18 | The what of lifelong learning? Financial literacy | Weekly assignment #14 due 4/22 by 8:00 am |
| 16/4 | 4/23 and 4/25 | The transfer – Applying new learning & skills to create a transformed knowledge foundation for personal growth | Weekly assignment #15 due 4/29 by 8:00 am |
| 17/4 | 4/30 and 5/2 | The Big Picture (4/30) May 1-3 designated as study days | |
| | 5/7 | Final Exam 10:30 am-12:30 pm | |

BUSA 497 COURSE OBJECTIVES MAPPED TO COB BBA/BS SLOs

| COB Student Learning Outcomes (SLOs) | Course Objectives - After successfully completing this course, students will be able to: | Measurement Methods (Outcome Assessments) |
|---|---|---|
| <ol style="list-style-type: none"> 1. Students will demonstrate proficiency in spoken communications by delivering clear, articulate, and well-structured business presentations. 2. Students will demonstrate proficiency in written communications by creating clear and well-structured business documents. 3. Students will identify and evaluate ethical business issues. 4. Students will identify and evaluate global business challenges. 5. Students will be analytical problem solvers in business environments. | <ul style="list-style-type: none"> • Understand and create a growth mindset to become a lifelong learner (COB SLO #3,4,5) • Critically evaluate and synthesize information from multiple sources (COB SLO #1,2) • Develop a habit of reflection focusing on continuous improvement (COB SLO #2,3,4,5) • Use the course as a foundation for designing their personal lifelong career roadmap and creating a lifelong community (COB SLO #1,2,3,4,5). | <p><i>Formative assessment:</i></p> <p>Weekly written assignments and in-class discussions</p> <p><i>Summative assessment:</i></p> <p>Midterm and final exams</p> |

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook

http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedures 13.99.99.R0.01

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate Student Academic Dishonesty Form

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Student Disability Services

<https://www.tamuc.edu/student-disability-services/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses.

Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty