



International Business

A.S. Degree

NEW!!!

NEW!!!

The International Business Program integrates the foundation of international trade, marketing, law, and management. This degree focuses on global business practices used in a culturally diverse, global economy and is designed for the student seeking a career in International Business upon completion of the Associate Degree. This Associate Degree may also be appropriate for students planning to transfer to a four-year institution other than a California State University.

Core Courses for Business Degree (15-16 units):

Units

<input type="checkbox"/>	BUS10	Introduction to Business	3
<input type="checkbox"/>	BUSL28A	Business Law I	3
<input type="checkbox"/>	BUS60	Business Ethics	3
<input type="checkbox"/>	BUS88	Business Communication	3
<input type="checkbox"/>	ACCTG1A	Financial Accounting	4
Or			
<input type="checkbox"/>	ACCTGFS465	Financial Accounting for the Non-Accounting Major	3

Core Courses for International Business Concentration (9 units):

Units

<input checked="" type="checkbox"/>	BUS61	Introduction to Global Business	3
<input type="checkbox"/>	BUSMKT405	International Marketing	3
<input type="checkbox"/>	BUSL410	International Business Law	3

Plus two courses from the following:

Units

<input type="checkbox"/>	BUS49	Business Decisions Using Basic Quantitative Tools	3
<input type="checkbox"/>	BUSL435	The Law of Marketing and Business Competition	3
<input type="checkbox"/>	BUSMGT40	Introduction to Management	3
<input type="checkbox"/>	BUSMGT45	Small Business Ownership and Management	3
<input type="checkbox"/>	BUSMGT436	Introduction to Logistics Management	3
<input type="checkbox"/>	BUSMGT48	Quality Management Principles	3
<input type="checkbox"/>	BUSMKT13	Professional Selling	3
<input type="checkbox"/>	BUSMKT55	Advertising	3
<input type="checkbox"/>	BUSMKT402	Introduction to Import/Export	3
<input type="checkbox"/>	ECON1	Introduction to Economics	3
Or			
<input type="checkbox"/>	ECON2	Principles of Macroeconomics	3

Total Units

30 – 31

Professor T. Brusselle

Office: BE-121; **Email:** t.brusselle@chaffey.edu **Phone:** (909) 652-6835

Office Hours: Mon-Thu 8:15-9:30 a.m.

- a. Always include **MW-BUS61** as subject when emailing me for fastest response
- b. All assignments uploaded directly to Moodle.
- c. Please Do NOT email assignment to instructor, all assignment must be submitted on Moodle.

Class Site: <http://moodle.chaffey.edu/> Author's website: <http://coursemate.cengage.com>

Recommended Classes: BUS 10 and MGMT 40

Required Materials:

- 1) Textbook: Global 3rd ed., 2016, Mike Peng, Cengage, ISBN-10: 1305627210
- 2) Access to Internet, a working email & Moodle account (<http://moodle.chaffey.edu/>).

Welcome to Global Business (BUS 61). This is a fun and challenging course in which we will cover the broad topic of Global Business. This information is critical for all people as all aspects of our daily life involve Global Business, whether it's the products, services, or ideas that we consume. I hope you find this course as interesting as I did when I took it many years ago as a business major.

Course Description:

Overview of International Business concepts designed to provide both the beginners and experienced business person with a global perspective on International Trade including foreign investments, impact of financial markets, international marketing, and the operation of multinational corporations (MNC).

Upon completion of the course, students should be able to:

- a. Examine the global perspective of international trade.
- b. Assess the social, cultural, legal, political, technological, and competitive role of countries in international and global commerce.
- c. Develop an understanding of the principles of business in the operation of multinational corporations.
- d. Examine and evaluate the structure of multinational corporations.
- e. Develop and implement marketing mix strategies within the context of controllable and uncontrollable global environments.
- f. Analyze and solve transnational business problems.

Student Learning Outcome:

Upon successful completion (grade C or higher) of BUS-61,

- The student shall be able to demonstrate how countries benefit from international trade
- Students shall prepare a group project in which they analyze competitiveness and trade in relation to key trade partners
- Students shall demonstrate the ability to work effectively as a member of a team
- Students shall develop an understanding of the social and ethical responsibilities of businesses and business persons in connection with international trade



Office Hours: Mon-Thu, 8:15-9:30 a.m.

Office hours are set aside for students to meet with the instructor. Students may have questions about topics we cover in class, even though they were present when we covered the material. Don't worry -- this is normal. Do not hesitate to visit

me during my office hours if you would like to discuss questions you have about topics covered in class or in the text, concerns of any type regarding the course, exams, your grades, etc. If my door is closed, *Please Knock* so that I know you are there.

If you cannot meet me during my scheduled office hours, please contact me and I will try to arrange a time when we can both meet.

If you have questions about topics we talked about in class or covered in the text, it usually helps to come to office hours prepared with specific questions. It is a good idea to write out your questions to make sure that you don't forget them. Sometimes, students have questions about career options, transfer to a four-year institution, or their current careers. Feel free to drop by during office hours to discuss questions on these subjects as well.

Exams & Grading:



There are four multiple-choice exams in this class: Three midterms and a final. You will need a Scantron form 882 E (or the equivalent) and a number 2 pencil for each exam. There are also assignments and a group project. All examinations are closed book, and cover the information assigned in the book chapters, the related class lectures, and any other materials provided by your professor. The following is the proposed point total for this course.

Exam I, II, III & Final	60% (15% per exam)	Extra Credit	2%
3 Assignments	30% (10% per HW)	TOTAL	102%
Group Project	10%		

Exam Procedures:

- Make sure to arrive on time.
- Students who miss an exam without a valid reason (medical) can take a makeup exam with a deduction of 10%.
- If a student arrives to take the examination after the first student has completed the examination and left the room, the late-arriving student will not be allowed to take or make up the exam.
- In general, students are not allowed to leave the classroom during an exam. Take steps to make sure you don't have to leave the room during an exam.
- You may have a sealable water bottle, number 2 pencils, and a paper-based English (or English to Foreign Language) dictionary on the desk during the exam. No other books, notes, cell phones, electronic translators, computers, tablets, or any other items on the desk.
- Turn off your cell phones and other electronic devices.
- You may write on the exam.
- Return exams and Scantrons to me.
- You may leave after you have finished the exam.



Course Website: Within the first week of school, your name and student I.D. number will be uploaded to the class website. Logon to Moodle (moodle.chaffey.edu) and verify that your e-mail address is correct so to get important class notifications. The class website will include numerous items to help you succeed in this class such as class lecture notes, PowerPoint presentations, sample quizzes and problems, and links to other sites that may be required for homework, research, or as additional resources.

Please help me remember your name and help me get to know you. Be sure to post a picture of you on your Moodle profile, this will help me remember your name.

Angela Cardinale



Hello! I have been teaching at Chaffey for 9 years now, 8 full-time. I have a B.A. in English from San Francisco State University, and an M.F.A. in Creative Writing from Columbia University. I love teaching, writing, reading, politics, running, riding my bike, and being a mother to my two little boys.

City/town

Redlands

Attendance and Homework:

1. Come to class. Every session.
2. This is very important. Students who attend class tend to earn better grades in the class than students who do not come to class.

3. I want you to be as successful as possible in this course. I have seen it year after year – There are clear benefits to attending class. If students don't attend class, it makes it much more difficult for most of them to learn the material in this course.
4. Class participation is also important. By participating, you can check your understanding of the material. It also helps other students to better understand the material. It also makes class more interesting.
5. Your learning will improve if you do your reading and all homework before coming to class. Students who come to class prepared tend to do much better than even those students who come to class but have not prepared. This is true even if they do not completely understand the material after reading the homework.
6. I want you to learn and do well in this and all of your courses. Please prepare and try to attend every class session in every course you take!
7. Instructor reserves the right to drop students for excessive absences (missing more than two weeks of class constitutes excessive absences).

ASSIGNMENTS:

*****ALL assignments are available anytime on Moodle*****

- Assigned homework must be submitted on or before due date. **FIVE points (25%) will be deducted for homework submitted up to one week after due date and no homework will be accepted passed that deadline.**
- All assignment **MUST** be submitted via Moodle, no exceptions will be made.
- All videos are available on Moodle.
- Assignments should to be typed, neat, legible, well organized, professional and free of spelling and grammatical error. Points will be deducted for assignments that do not meet the above criteria. Handwritten assignment will not be accepted.
- Please go to the Writing Center For Help With Your Project.



PLAGIARISM AND CHEATING:

"Plagiarism, a misrepresentation of published ideas or words of another as one's own," and "cheating, utilizing dishonest means to meet course requirements," (Chaffey student Disciplinary Procedures) will not be tolerated. At the discretion of the instructor, plagiarism and/or cheating will be punishable by either and "F" for the assignment and/or in the course.



GRADES:

A+	>=97	B+	>=87	C+	>=77	D+	>=67	F	<60
A	>=93	B	>=83	C	>=70	D	>=63		
A-	>=90	B-	>=80	Chaffey does not issue C-.		D-	>=60		

Your course grades will be recorded on **Moodle**. Please check it regularly for course progress.



GBP to USD Chart

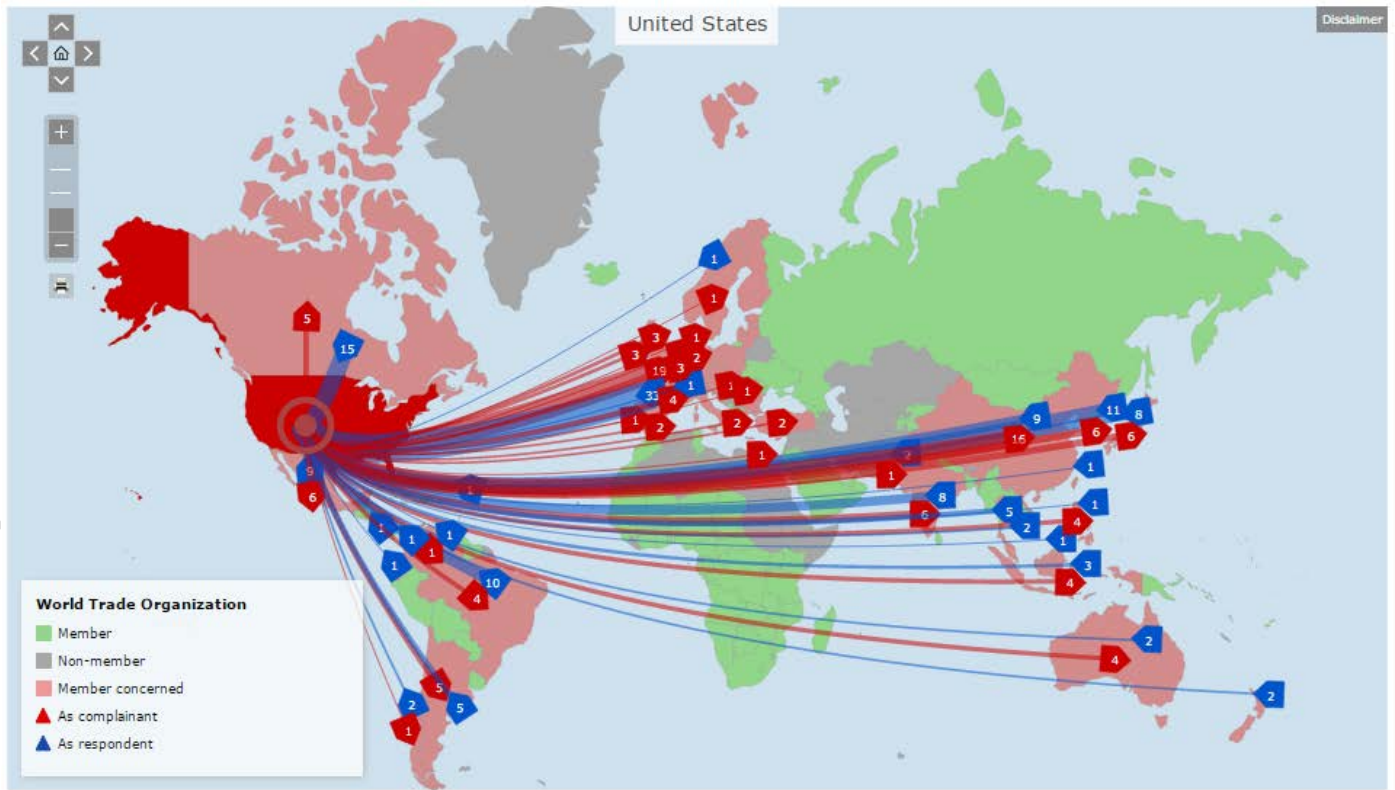
3 Jan 2007 00:00 UTC - 30 Dec 2016 16:14 UTC GBP/USD close:1.23373 low:1.21590 high:2.11018



Classroom Etiquette:

Our basic rule is that we should treat each other with respect. Please follow these rules of common courtesy when in the classroom:

- Please respect your fellow students and do not interrupt them.
- Please be respectful of different opinions.
- Please silence your cell phones and other electronic devices when in class.
- Please refrain from texting during class, as that may distract your fellow students. For the same reason, please do not E-Mail or PM while using a computer or other device in class.
- Please take a seat in the back of the room if you arrive to class late. If there are no seats in the back of the room, please try to minimize any distractions caused by your tardiness, by being quiet and trying not to walk through the center of the room during the lecture.
- No food or drink, other than water in a sealable container, is allowed in the classroom.
- No smoking is permitted within 20 feet of main exit, entrance, or operable window of any college owned, leased, or operated building. Numerous ashtrays are located on the north, west, and south side of the building. Please respect non-smokers and use the ashtrays, not the hallways.
- For more on appropriate behavior, and other important information, download the most current version of Chaffey's Student Handbook here: www.chaffey.edu/student_services/index.shtml.
- Student Behavior/Conduct and Consequence: <http://www.chaffey.edu/fac-handbook/e/pdf/StudentBehaviorCode2012.pdf>
- Academic Integrity Code: <http://www.chaffey.edu/fac-handbook/e/pdf/StudentAcademicIntegrityCode2012.pdf>





Fall 2017: Global Business Class Schedule

Month	Date		
Aug	14	Course Introduction, Chapter 1, Globalizing Business	
	16	Ch1 cont.	
	21	Ch1 cont.	
	23	Ch1 cont. ***GROUP DAY!***	
	28	Ch2, Understanding Politics, Law & Economics	
	30	Ch2 cont.	
Sep	4	***Labor Day Holiday*** (9/4 last day to drop full-term classes <u>without</u> a "W" grade)	
	6	Ch2 cont.	
	11	Ch3 Emphasizing Culture, Ethics & Norms	
	13	Ch3 cont.	
	18	EXAM I (ch. 1-3);	
	20	Ch4, Leveraging Resources and Capabilities	
	25	Ch5, Trading Internationally	
	27	Ch5 cont. Guest Speaker: _____	
	Oct	2	Ch6 Investing Abroad Directly (FDI)
		4	EXAM II (ch. 4-6)
9		Ch7 Dealing With Foreign Exchange	
11		Ch8 Capitalizing On Global and Regional Integration	
16		Ch9 Growing and Internationalizing the Entrepreneurial Firm	
18		Ch10 Entering Foreign Markets;	
21		EXAM III (ch. 7-10)	
25		Ch11 Making Alliances and Acquisitions Work (10/27 last day to drop full-term classes <u>with</u> a "W" grade)	
Nov		30	Ch11 cont. HAND IN COMPLETE REPORT AND POWERPOINT FILE (10% of group grade)
		1	Ch 11 cont.
	6	Ch12 Strategizing, Structuring, and Learning Around the World	
	8	Ch. 12 cont.	
	13	Ch. 12 cont.	
	15	Ch. 13 Managing Human Resources Globally	
	20	Ch. 14 Competing on Marketing and Supply Chain Management	
	22	Ch. 15 Managing Corporate Social Responsibility Globally	
	27	Ch. 15 cont.	
	Dec	29	Class Presentation; groups 1 _____, 2 _____
4		Class Presentation; groups 3 _____, 4 _____	
6		Class Presentation; groups 5 _____, 6 _____	
11		Final Exam	



THIS SCHEDULE IS SUBJECT TO CHANGE

Useful International Business sites for data and super-cool graphs!

Country Watch

(www.chaffey.edu/library; click on “Agent”, select “Database A-Z”, find and click on CountryWatch)

Global Edge

<http://globaledge.msu.edu/>

CIA World Factbook

<https://www.cia.gov/library/publications/the-world-factbook/>

UNCTAD Country Fact Sheet FDI:

<http://unctad.org/en/Pages/DIAE/World%20Investment%20Report/Country-Fact-Sheets.aspx>

WTO Trade & Tariff Data:

https://www.wto.org/english/res_e/statis_e/statis_e.htm

WTO Trade Dispute Map:

https://www.wto.org/english/tratop_e/dispu_e/dispu_maps_e.htm

IMF Country Fact Sheet:

<http://www.imf.org/external/country/index.htm>

Transparency International Corruption Index Map

<http://www.transparency.org/country>

World Bank Country Data Fact Sheet:

<http://data.worldbank.org/country>

OECD Countries Data & Charts:

<http://www.oecd.org/>

MIT Economic Complexity Graphs:

<https://atlas.media.mit.edu/en/>

EU <http://europa.eu/>

U.S.A. Trade Online

<https://usatrade.census.gov/>

U.S. Census Foreign Trade Graphs:

<http://www.census.gov/foreign-trade/statistics/graphs/index.html>

U.S. Department of Commerce

<http://www.commerce.gov/>

The International Trade Administration Trade Analysis

<http://www.trade.gov/mas/ian/otii/index.asp>

Tradeport <http://tradeport.org>

Overseas Private Investment Corporation

<http://www.opic.gov>

Export-Import Bank of the United States

<http://www.exim.gov>

The Economist Intelligence Unit Country Risk Factors:

<http://country.eiu.com/AllCountries.aspx?view=all>

ASSIGNMENTS:

3 assignments will be given during the semester. Assignments will be posted on Moodle and due date will be one week from time assignment is issued.

PRESENTATION:

Presentations will range from 20 to 30 minutes. You will demonstrate **critical thinking** and **analytical skills** in presenting your topic. Your objective is to present the three sections below to the class. You will achieve this by collecting, organizing, and analyzing the country's data. I encourage you to consult with me for help with research, preparation, etc.

PEER EVALUTATION:

Each group member is expected to evaluate himself or herself and every other member of the group. These evaluations need to be turned in on the day of the presentation. You may turn these evaluations directly to me if you are concerned about maintaining confidentiality. You must turn in this evaluation on the day of your presentation for the case analysis. Please read the procedure for calculating grades on this form. A formula to calculate peer evaluations and course grade is available on Moodle.

There are no reasons for you not to submit “A grade” work! The **Chaffey Writing Center**, located in BEB-101, is a **great place for you to get help with your writing**. Call 652-6820 to make an appointment soon and ensure that you are submitting quality work.

For any issues with Moodle,

Call 652-6778 or Email onlineed@chaffey.edu to report problems with Moodle.



Please use the following items as your *checklist* for this project

I. Guidelines for the Case Analysis

The purpose of this assignment is to allow you to **apply the material in the course** and to give you an opportunity to discuss and exchange ideas with your group members. Each group will make a class presentation.

Here are some pointers for the case analysis designed to help you with your assignment. If you make sure and cover the general areas you are likely to improve your chances of putting together a good analysis. I am here to help you in your efforts to complete an effective analysis. Please do use these resources.

*****The Binder that you submit to me the day of your presentation must include all of the following.*****

1. Description and Identification

The analysis should begin with a sharply focused summary of the important issues and problems of the country as you see it.

History. Do not provide a *detailed* history of the country, just enough for us to understand the basic history and its relevance to its current economic situation.

Identify the country's leadership (name, title, party, and picture)

Explain party ramification to political class (right, left, center?)

Discuss leadership party's effect on trade and the economy (pro trade or protectionist?)

Using ALL links below, identify your country's current rankings in the world. Use these sites when applicable for section two: *Analysis and Evaluation*.

• <http://libguides.chaffey.edu/global>

• <http://www.worldbank.org/>

• <http://www.transparency.org>

• <http://www.un.org>

• <http://www.wto.org/>

• <http://index-of-economic-freedom.findthedata.org/>

• <http://www.imf.org>

2) Analysis and Evaluation

This section of your research consists of **analyzing** the important issues and problem areas and **evaluating** their impact on the country. At this stage, an important task **expected of you** is to **apply the concepts, theories and techniques we have discussed in this course** (refer to the relevant chapters for help).

The group is required to research and analyze each of the key points below by using the relevant chapters in the textbook as a guide.

You MUST use the following resources for this section of the presentation.

Country Watch (www.chaffey.edu/library)

GlobalEdge (<http://globaledge.msu.edu/>)

CIA WorldFacbook (www.cia.gov/library/publications/the-world-factbook/)

1. **Trade:** (chapter 5)

How does the country benefit from international trade?

a. Trade as percentage of country GDP

b. examples of how country benefits

2. Identify current government trade promotions.

3. Identify current government trade interventions / restrictions.

a. Apply and use terminology and concepts in Chapter 5, p.76

4. Use <http://unctad.org/en/Pages/DIAE/FDI%20Statistics/InvestmentCountryProfiles.aspx> for your country's relevant FDI fact and figures below:

List your country's Inward FDI

List your country's Outward FDI

Explain the difference in numbers between your country's Inward & Outward FDI

- Identify current government policy instruments to promote &/or restrict FDI (see Ch. 6)
- 5. **Trade Bloc:** (Chapter 8)
 - Which regional economic integration bloc(s) does your country participate in?
 - Who are the members of the bloc and what is the economic ramification to your country?
 - What percentage of total trade exists within the bloc and does it warrant being a member?
 - List the classification of your trade block. (Is it a free trade area, customs union, etc...)
 - Be sure to apply the content of Chapter 8 on Trade Integration to your analysis.
- 6. **Currency:** (Chapter 7)
 - What is the current exchange rate to the dollar and what does it mean using the Big Mac Index?
 - How strong is the country's currency relative to its key trade partners?
(Group must list top five import AND export trade partners and calculate currency exchanges)
 - How does it presently affect your country? (gains or losses to importers or exporters could severely affect trade. Make the connection with ea. trade partner)
- 7. **Culture:** (Chapter 3)

(Use: “*Kiss, Bow, or Shake Hands*” (available on Moodle) for this section.)

 - a. □ Conclude with a segment on “**how to do business in ___**” this is the cultural aspect of the presentation that you would to share with someone who is about to do business there.
 - b. □ Remember to include “*what the culture accepts as evidence when negotiating.*”
 - c. □ Use Geert Hofstede's interactive Cultural Dimension model for your country and compare it to its top two trade partners. <https://geert-hofstede.com/countries.html>



You are expected to conduct outside research to provide input to your analysis. Refer to the external links in Moodle to save time on effective research. Make sure you note down the citations and remember to reference them in your presentation or report.

3) Recommendations and Action Plans

Once you have *described*, *analyzed* and *evaluated* the country and its various economic issues, the next step is to present recommendations, action plans and or conclusions depending on the individual case. These recommendations should specifically address the problems or issues that you have identified for the country -- making a recommendation to a trade point not previously identified will cost the group points. Always try to substantiate your recommendations with facts and the knowledge that you have acquired in this course. Make sure that your recommendations follow from your analysis. Finally, you are expected to provide the *latest* update on the country and inform the class.



1. Recommendations:
2. □ Groups Recommendations for Country
3. □ Groups Action Plans for Country (short term and long term)
 - a. recommendations should address problems or issues that you have identified for the country
 - b. making a recommendation to a trade point not previously identified will cost the group points
 - c. recommendations are substantiated with facts that have been referenced
4. Updates and Conclusion:
 - a. □ Current Updates (as of 24hours before your presentation)
 - b. □ Conclusion

II. Guidelines for the Class Presentation

Please check to ensure that you have met all criteria below before presentation

The class presentation should be 30 minutes long. ****Be sure to show up before class starts to load your presentation and be ready to present when class begins.**** You are expected to lead the class discussion following your presentation. This may include answering questions from the class and/or questions you pose to your audience. This could last anywhere from 10 - 15 minutes.

IMPORTANT Presentation Checklist: *Points will be deducted if items are missing.*

Before presenting, you must give me a binder with the following:

- 1) your case analysis report (10-15 pages, format of your choice)
 - a) Cover page, table of content, MLA referencing, etc...
- 2) a detailed outline of your presentation (*including a list of references you used*)
- 3) a printout of your presentation (PowerPoint or Prezi) in 3 slides per page format
- 4) Any additional material you used
- 5) Brief outlines for the class.
- 6) Peer evaluations (hand to me *after* your presentation)



IMPORTANT Presentation Checklist:

1. Include charts, graphs, & pictures in your presentation. Picture of leader, country, & graphs/charts of data.
2. Include a Map to show class country location.
3. Be on time for your presentation. If you need setup time for your presentation, come to class early and be prepared to begin on time. Late students will have to wait outside 'till end of presentation.
4. Let me know at least two weeks in advance if you require special equipment for your presentation.
5. Wear professional attire.
6. Rehearse your presentation. You have 30 minutes to present and only get one chance to do it right. Time yourself & have a team member signal when you are running out of time.
7. Learn how to pronounce the names and words the correct way during your presentation! *The worst offence in Global Business is the failure to pronounce key names and words in the country's language.*
8. Make sure your presentation can be seen clearly from the back of the room.
9. Do not read from your notes and do use index cards if necessary. *Never* turn your back to the class.
10. Speak loudly and clearly.
11. Have a contingency plan: Post your presentation on Moodle and email it to yourself for backup. Have a backup copy on your flash drive. Group ran presentation on class projector PRIOR to presentation day.
12. Group members MUST be familiar with one-another's presentation segment as a contingency for any member's absenteeism the day of the presentation
13. Empathize with the audience and try to make the presentation as relevant and lively as possible. Try to get the class to participate in the discussion. Show enthusiasm for the company that you are presenting and you are likely to get the attention of the audience.

Group Information Sheet

This form is designed to assist you in planning and executing your tasks efficiently.

Choose 3 countries of interest			
Group Name			
Members' Names	Email	Phone	Major/Skills/Contributions
1		()	
2		()	
3		()	
4		()	
5		()	
6		()	
7		()	
8		()	
GROUP TIMELINE			
WEEK	DATE	Assigned Task & Due Dates	Meeting (date & location)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14	Important!	Group should be ready	with project and presentation!!!
15			
16		Group Presentation	

It is important that you consult with me early in the semester if you experience problems with a group or a member. Leaving a group to write and present one's own report is NOT an option.

Peer Evaluation Form

Evaluator *(your full name)* _____

BUS 61

Country _____

- Evaluate every member of your team**, including yourself, in the matrix below. Use a percentage-scale for each factor and the overall evaluation. (0=total absence: 100=excellence). For example, if a team member attended 6 of 8 meetings, he or she must be assigned 75% in the attendance factor ($6 / 8 = .75$). Some difficulty working within a group with no serious harm to the group may merit 80%.
Be sure to write the FULL names of your group members.
- Write complete names (as written on the roster), points will not be counted without full names of all group members.** The evaluation you submit will be considered final.
- Hand in the DAY of your group presentation**, after your presentation. All evaluations will be held confidential.

First AND Last Name (no nicknames please)

	SELF					
Attendance at team-meeting						
Contribution in terms of section responsibility						
Constructive participation in meetings						
Work accountability outside of meetings						
Ability to work in a group						
Overall score: Use Percentage ONLY (Divide total by 5 for %)	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

Comments: *(Remember that ONLY evaluations with complete names and percentages will be counted).*

The following represents advice from students who have successfully completed the MGMT or BUS 61 course with an "A" letter grade. (Their comments have not been edited).

A few tips for a new student, or a returning student after years and years, such as myself. It is no secret that studying and determination can be helpful tools to help a student achieve an A in a class, however, these are merely a few of what I found to have accredited to my success in passing Intro to Management with Professor Brusselle.

The most important thing is to show up for the lectures. A lot of examples he uses in lecture and class time are used in exams and also used to reference different things throughout the class. Pay attention to the power points he provides, and always read the chapters from beginning to end, even the extra stories in the book.

Make sure to start preparing for your presentation as soon as you are assigned a group, and communicate your progress with him so that you know exactly what is expected of you. In his class, it is what it is, he tells you exactly what to focus on for exams, no gimmicks, just pay attention, show up, and read the book.

Anne Lopresi

This is a cap stone class!

- There is a lot of material needed to be covered for this specific class so please try to keep your questions until the end of class or visit him with your subject relevant questions during office hours.

Buy the book and print out the notes.

- You will ace the test if you just review the readings, vignettes, PowerPoint notes, lecture notes, and study the key terms. (Make sure you review the material multiple times) Also make some flash cards for key terms. This not only helped me pass the class but helped me pass every class I've taken so far.

Keep up & stay ahead with the readings!

- Read the chapter and power points notes, at least a day before class.

Group Project

- It is important to try and get your group project done like a month before the due date. Access your group member's capabilities ahead of time and make sure you divide the work the work load accordingly. Set goals for your group. You might have members not being able to keep up with the work load so be prepared to pick up peoples slack. If you're lucky this might not happen in this class, but it is bound to happen someday. Also group leaders don't pretend to be a leader if you aren't committed and ready to step up.

You will notice how knowledgeable and passionate Prof Brusselle is about all the subjects he teaches. I have a lot of respect for the guy because he knows how to communicate to all age and demographics. Don't take this class if you have no interest in how the world does business, if you do however you should start here with Prof Brusselle.

If you have any questions about the material you can ask professor for my contact info.

Good luck,
Troy McSwain III

Business & Applied Technology Department (<http://www.chaffey.edu/bat>)

The school of business and applied technology welcomes you! Business & Applied Technology is where you come for a wide array of classes ranging from accounting to real estate, including such diverse areas as computer information systems and fire technology. We also offer classes in automotive technology and aviation maintenance technology. Our instructors are skilled educators, professionals in their areas of expertise, and are committed to helping students reach their potential, whether that is employment or transfer to other colleges for further study.



Dept. Dean
Joy Haerens

Student Success Centers

Chaffey College has created a network of Student Success Centers – offering free tutorials, workshops, learning groups, directed learning activities, and computer/resources access – to assist students in their academic development and success.

Chino Campus Success Center

Multidisciplinary Success Center

Monday-Thursday 8am-8pm, Friday 10am-4pm

(CHMB-145) 909-652-8150

Fontana Campus Success Center

Multidisciplinary Success Center

Monday-Thursday 8am-8pm, Friday 10am-4pm

(FNFC-122) 909-652-7408

Rancho Campus Success Centers

Language Success Center

Mon-Thurs 8am-8pm, Friday 10am-4pm, Su 10am-3pm

(BEB-101) 909-652-6907/652-6820

Math Success Center

(Math-121) 909-652-6452

Multidisciplinary Success Center

(Library) 909-652-6932

A current Chaffey College photo ID card is required for all Success Center services. Walk-ins are welcome, and advanced appointments are available for most services. Call the centers or consult the college website at www.chaffey.edu/success/ for more information. Online appointments: <https://chaffey.mywconline.com/>

Free Money! (AKA Foundation) <http://www.chaffey.edu/foundation/scholarships/list.shtml>

Each year, the Chaffey College Foundation awards scholarships to deserving students. In 2013-2014 the Chaffey College Foundation awarded nearly 1,000 scholarships, totaling **\$451,080**. The scholarships **ranged from \$25 to \$10,000** with an average of about \$500 per award. Unless you are Paris Hilton, apply for the scholarships!



THE Chaffey College
FOUNDATION
Education For All.

EOPS, CARE, Foster Youth, and AB540

Extended Opportunity Programs and Services (EOPS) is designed to ensure student retention and success through academic support and financial assistance for eligible students. Cooperative Agencies Resources for Education (CARE) is a program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS. The ultimate goal is completion of a certificate program, an associate degree, and/or transfer to a four-year college. Call (909) 652-6345 for more information.



Career Center

The Career Center helps Chaffey College students find meaningful careers. The program offers career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and career related workshops. The Career Center is located on the Rancho Cucamonga Campus in MACC-203. Please call (909) 652-6511 for more information.

Disability Programs & Services

Chaffey College's Disabled Students Programs and Services, or DPS, serves an estimated 1500 students across all Chaffey campuses. DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. (909) 652-6379.



Richard Branson has Dyslexia and ADHD
2015 Net worth: \$5.1 Billion

Counseling Department

The Counseling Department provides career, academic, and personal counseling to assist students in successfully

completing their educational goals. Services include orientation, assessment, comprehensive educational planning, graduation applications, external transcript evaluations and prerequisite verifications, educational planning workshops, college success and career exploration courses, specialized programs such as AMAN/AWOMAN, Puente, and Opening Doors to Excellence. The department is located in the lower north lobby of the Student Services Administration building. Counseling services are also provided at the Chino and Fontana campuses. (909) 652-6200

Faculty Advisors

Faculty Advisors provide the opportunity for students to obtain valuable major and career information regarding their chosen field of study. Faculty Advisors are located in various locations across Chaffey College's campuses.

Student Pathways Survey

<http://irsurvey.chaffey.edu/48971/48971.asp>

GPS Centers

The Guiding Panthers to Success centers (GPS) provide new and returning Chaffey College students with assistance in registration, unit load planning, logging in and utilization of MyChaffeyView, campus resources, as well as the development and creation of Abbreviated Education Plans (first year course recommendations). Our current Chaffey College students can also visit the GPS center to check progress on academic goals through an online tool known as "Degree Audit." Many services are provided on a walk-in basis.

Rancho GPS: VSS-111 Chino GPS: CHMB-240 Fontana GPS: FNFC-121

Honors Program

The Honors Program provides an intellectual and cultural community for students at Chaffey College. Program benefits include smaller classes, creative and challenging coursework, academic enrichment activities, and scholarships. Students also have opportunities to present research at scholarly conferences, build social responsibility through community service, and receive ongoing personalized academic advisement as well as support during the transfer process. Students who complete the Honors Program may take advantage of our transfer agreements with prestigious institutions like UCLA. Visit <http://www.chaffey.edu/honors> or SSA-122 for more information and admission requirements.

One Book, One College

The One Book, One College Committee strives to create a community of readers across the curriculum at Chaffey College and within the communities it serves. Each year, the committee selects a college book and creates a diverse series of related events. Students are encouraged to participate in these activities to enrich their educational experience at Chaffey. <http://www.chaffey.edu/collegebook/index.shtml>

Student Health Services

Student Health Services is dedicated to assisting students to achieve and maintain optimum physical, mental and emotional health. We are committed to providing quality healthcare at a reasonable cost. All currently enrolled full and part time Chaffey College students on the Rancho Cucamonga Campus or any off campus site may utilize the services of the Student Health Office. Please have your Chaffey ID ready.

Rancho Campus	MACC-202	(909) 652-6331
Chino Campus	CHMB-105	(909) 652-8190

Transfer Center

The Transfer Center is located in SSA 120 on the Rancho Cucamonga Campus. We are open Monday and Thursday from 7:30am to 7:00pm; Tuesday and Wednesday, 7:30am-4:30pm and Friday, 7:30am-2:00pm. Transfer services are also available at Fontana on Monday afternoons from 1:30 to 4:30pm and at Chino on Tuesdays from 1:30 to 4:00pm. Call us at (909) 652-6233 or visit the website at www.chaffey.edu/transfer.

Veterans and Eligible Family Members

Chaffey College's Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 or vrc.staff@chaffey.edu for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in AD-125 on Chaffey College's Rancho Cucamonga campus.



Wignall Museum of Contemporary Art

The Wignall Museum of Contemporary Art serves as a learning lab featuring temporary exhibitions of innovative contemporary art throughout the year. Exhibitions and programming are organized with our students in mind in order to augment their academic experience by complementing the college's curricula and broadening the understanding of contemporary art. Our exhibitions allow visitors to see and experience a variety of contemporary artistic practices that examine timely and relevant topics. <http://www.chaffey.edu/wignall/exhibitions.shtml>

THE nitty gritty of college success

One of the major ingredients of college success is preparation through good study skills. What are good study skills?

- **Regular class attendance** This is a must. If you don't go to class, you will not do as well. Class time is when the teacher tells you what's important, and what you will be tested on. In many classes, poor attendance brings down your grade. **Copout excuse:** *"But I can't make it to class every time."* Why is this? If there isn't enough time in your schedule to make it to class, it's time for a gut check because something's going to give, and that's usually school.
- **Reading all assigned readings before class** This prepares you for the day's lecture. You are better prepared to understand your instructor's lecture if you have done the reading beforehand. Think of it as learning it for the second time: once in your book, and twice, in class. **Copout excuse:** *"I try to read the assignments, but I never really understand most it, so what's the use?"* Good news: You don't have to understand everything in the reading—that's why your teacher is going to discuss it in class. You give yourself an advantage by reading it beforehand. It's going to be easier to understand difficult material covered in a lecture. Plus, your notes will be more thorough.
- **Taking effective notes** Take good notes and use them throughout the semester, not just on the night before a test. Your notes are your lifeblood to success.
 - ✓ **Write as much as possible during class.** If you're not sure whether something is important or not, don't take a chance; write it down. You can always disregard unimportant stuff later.
 - ✓ **Skip lines if you write in paragraph form.** This makes your notes easier on your eyes to read, and helps you in the following step in this procedure:
 - ✓ **Clean up notes right after class** This is when the lecture is freshest in your mind. By quickly underlining key terms, inserting subject headings in the margin, finishing incomplete thoughts, you're already studying. Plus, it's effective because it's stress-free; your mind doesn't even know you're studying, but you are.
 - ✓ **Read your notes as often as possible that day.** This builds gradual mastery by reinforcing through repetition.
 - ✓ **Reread the day's notes before you go to sleep** It's important to review everything you learned on the day you learned it. This reinforces the material, forcing your brain to begin storing it in a place in your brain that's easy to retrieve.

- ✓ **Reread the week's notes at the end of the week** This continues the process of mastery through repetition. The more you study something, the better you understand it. Study your notes along with the week's reading assignments.
 - ❖ **This is a great time to cross-reference your notes with your textbook and handouts** On the page of your notes that discuss a particular chapter, write down in your notes the pages where textbook discusses the same material. This makes it easier to cross-reference and synthesize information. This helps save time later when you have to check up on something, and again, by cross-referencing, you're actually studying the material again.
- ✓ **Study all your month's notes at the end of the month** This brings everything together. By this time, you're reminding yourself about what you already know, as opposed to trying to relearning everything you've forgotten.
 - ❖ **Do this in a study group** It's much easier to review so much material with a group of people. By hearing others explain something in different words, you understand things better. Also, by explaining things to others, you're improving your own mastery of the topic. Speaking of study groups . . .
- **Form or join a study group** The best reason to study can be demonstrated in the following question--what would you rather have while you're studying? Check one:
 _____ one brain _____ many brains

The answer is a no-brainer. Many brains (people) are better than one for several reasons:

- **Others may understand the subject better** They can explain things in a way that's easier for you to understand.
- **Others may have material in their notes that you don't** Let's face it. Everyone daydreams and drifts in and out of a lecture. And during these times, we're missing out on material that could potentially be very important. Compare notes and fill in details you may have missed.
- **You may have missed a class or two** Check others' notes for that class period (but realistically, you should have done this as soon as possible after the missed class).

Copout excuse: *"I know more than everyone else, so it's a waste of time."* One reason why teachers know as much as they do about their subject matter is because they have mastered the material through repetition, and also because they have had to teach difficult material in many different ways to different types of people. The more different ways we can explain something, the more thoroughly we understand that topic. By helping others, you deepen your knowledge of your subject. That's why the tutors at the Chaffey College Success Centers are so good, because they have had to explain complex problems in many different ways to different types of learners.

Copout excuse 2: *"You never get anything done because everyone goof's around too much."* This is a valid complaint.

Solution: Everyone needs to understand and agree beforehand what exactly it is that the

group needs to do. **Assign a cop** to the group that keeps everyone in line if it gets out of hand. Also, the cop needs to be sure the group takes a break every hour or so. The brain and body need a break to stay fit. Take breaks every hour to minimize goofing off. Don't give the cop any attitude, and choose a different cop each session.

► **For the reasons stated above, studies show that students who study in study groups perform better than those who study alone.**

- **Know where your teachers' and counselor's offices are, and when they hold office hours.** Meet with your **teacher** during office hours at least three times per semester. This is when you can get good one-on-one time with your teacher to discuss the class and your progress in it. Like a doctor who diagnoses something before it becomes a problem, your **counselor** is vital to your overall success in school. They monitor your progress, and help you stay on track. College is demanding (that's why diplomas are so valuable!). Counselors give you that extra push of support, and educate you about all the great student services at Chaffey.
- **Get free tutoring at one of the Chaffey College Success Centers** The tutors are carefully hired and constantly trained to tutor at their peak level. Most of them come highly recommended from your own teachers. They're good at what they do because they know their material, and love helping others to understand it as well. **Copout excuse:** *"Tutoring is for dummies."* **WRONG!** Institutional Research at Chaffey College has found out three important facts. Students who take advantage of the Chaffey College Success Centers and the services we provide:
 - **have higher GPAs than those who don't come to the Success Centers**
 - **stay in school longer (are less likely to drop out) than those who don't come to the Success Centers**
 - **transfer to four-year schools or earn AA degrees or certificates at a higher rate than those who don't come to the Success Centers**

Good students take advantage of the expert tutoring at the College Success Centers because they know they learn more when they're with a tutor than if they try to go it alone. Your brain and a tutor's brain is a potent combination.

FIVE KEYS OF STUDENT SUCCESS

1. Attend class regularly, having read all assignments beforehand
2. Take complete notes in class, and use them on a regular basis throughout the semester
3. Form or join a study group
4. Meet with your teachers and counselor regularly during office hours
5. Get tutoring at any of the Chaffey College Success Centers.

THIS SYLLABUS IS SUBJECT TO CHANGE

PLEASE KEEP THIS SYLLABUS
AND BRING IT TO CLASS