

**Request of General Education Overlay
Information Literacy (IL)**

Course # <u>MANG4XX</u>	Sections: <u>All</u>	Title: <u>Business, Society & Government</u>	<u>3</u> sh
--------------------------------	-----------------------------	---------------------------------------------------------	-------------

A completed cover sheet and the first page of the course syllabus must accompany a proposal for a course to fulfill a general education overlay requirement. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type. (This does not replace the UCC Proposal Cover Sheet.)

Criteria for Information Literacy (IL)

The purpose is to help students develop critical thinking skills and technical skills that enable them to access, evaluate, and use information to solve problems, answer questions, and meet informational needs.

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> Define the information task, recognize when information is needed, understand various types of information, and identify specific information needs. 	<p>Students investigate topics related to social issues in management and conduct of management in contemporary business. Students research and discuss the role of business in society, the role of government in monitoring and regulating business, and the ethical responsibilities of managers. (Activities 1 and 3). They read and review materials available through library resources and the Internet, including academic and professional journals, current periodical and newspapers, and other documents provided by organizations and/or governments for shareholders, regulatory agencies, and other stakeholder groups. (Objectives 1,2,3,4,5,7,8). Students will critically evaluate and analyze information they have selected with respect to objectivity, point of view, validity, legitimacy and adequacy. (Activities 1,2,3,4)</p>
<ul style="list-style-type: none"> Develop information-seeking strategies, identify types of sources needed, identify major concepts and key words, develop search strategies for locating specific information. 	<p>The LHUP library staff provides students with instruction about research services and tools available through the library. (Activity 1). Instructors will also provide information and instruction regarding specialized tools and search engines available through the Internet and other electronic media. (Objectives 4,5.)</p>
<ul style="list-style-type: none"> Develop technical skills needed to search for and access information using traditional and electronic sources to locate and retrieve information, and to organize and store information in correct and searchable formats. 	<p>Students are required to utilize paper-based and on-line information resources to complete substantial research projects. (Activity 2,3). Students improve their organizational and writing skills, as well as research skills, as they gather information from a variety of resources, and analyze and incorporate the information into comprehensive, well-structured written projects. (Objectives 1,2,3,4,5,7, 8).</p>
<ul style="list-style-type: none"> Evaluate information using critical thinking skills; determine relevance, authority, completeness, bias, and accuracy of information; distinguish among opinion, reasoned argument, and fact; and understand the concept of intellectual property and copyright. 	<p>Students are required to critically evaluate and analyze information they have selected with respect to objectivity, point of view, validity, legitimacy and adequacy. (Objectives 1,4,7). Students also must demonstrate an ability to discuss both sides of a controversial topic and prepare a persuasive, reasoned argument in defense of their view. (Activities 1, 3).</p>
<ul style="list-style-type: none"> Synthesize information, integrate new information with previously known information, organize total information 	<p>Students are required to complete at least one substantial research project related to business/society/government relationships. The results are projects that draw upon knowledge and skills acquired in other courses and</p>

into a comprehensive whole.	research related to the topic. (Objectives 1,2,3,4,5, 7). (Activities 1,2 3).
• Communicate information; present information to others in written, oral, or electronic form.	Students will discuss the various topics of their research through oral and written presentations. Students are required to participate in at least one collaborative project to prepare and communicate a multi-authored presentation. (Objective 2,3,4,7). (Activities 1,2,3).

Request of General Education Overlay
Writing Emphasis (WE)

Course # <u>MANG4XX</u>	Section(s) <u>All</u>	Title <u>Business, Society & Government</u>	<u>3</u> sh
--------------------------------	------------------------------	--------------------------------------------------------	-------------

Sections of courses designated WE are recommended by the department each semester as part of the scheduling process. Completed criteria sheets for each WE course should accompany the proposed schedule of courses submitted to the Deans for approval. Available resources may limit the number of WE courses that can be offered during a semester. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type.

Criteria for Writing Emphasis (WE)

The purpose is to maintain the writing skills developed in the first-year composition course.

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> Enrollment in WE courses is limited to twenty-five students (with twenty-two as a target). 	Enrollment will be limited to twenty-five students (with twenty-two as a target).
<ul style="list-style-type: none"> Practice writing within the discipline through, but not limited to, the following contexts: informal in-class writing, discipline-focused essays, and essay exams. Essay exams alone do not constitute a writing emphasis class. 	Routine course assignments include writing position statements, issue summaries, article reviews, and case analyses on current events in business/society/government and related topics. Students will submit a substantial research paper as a major project. (Objectives 1,2,3,4,6,7,8 and Activities 1,2,3). All exams will include essay questions.
<ul style="list-style-type: none"> Receive writing training through instructor modeling, sample essays, discussion, lectures, and/or instructor-student conferences. Writing conventions particular to the discipline should be emphasized. 	Students will receive instruction through sample papers, peer and classroom discussion of writing samples and instructor-student conferences. Care will be taken to address writing style appropriate to the respective discipline of the student. Students will also be strongly encouraged to receive training and feedback from the Writing Center as part of the preparation of their writing assignments. (Objectives 1,3,4,6,7,8 and Activities 1,2,3).
<ul style="list-style-type: none"> Revise a portion of his/her writing by applying suggestions from the instructor, comments from peer review editors, and/or advice from Writing Center tutors. 	Students will submit segments or drafts and revisions of their written work to their peers and to the instructor, as well as to the Writing Center for comments and critiques in appropriate rhetorical structure and style. These will be evaluated by the instructor for content, depth of research and theoretical application (Objectives 1,3,4,6,7,8 and Activities 1,2,3).

<ul style="list-style-type: none">• Demonstrate writing proficiency, which the instructor will evaluate as a percentage of the final course grade.	Demonstrated writing proficiency in both content and style in all reports and projects submitted to the instructor will account for a significant percentage of the final course grade.
------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Lock Haven University of Pennsylvania
Lock Haven, Pennsylvania**

Business Administration, Computer Science and Information Technology

Business, Society & Government

I. Introductory Information

A. Department Name: Business Administration, Computer Science, and Information Technology

B. Department Catalog Number: MANG4XX

C. Course Title: Business, Society & Government

D. Semester Hours of Credit: 3

E. Clock Hours per Week: 3

F. Overlays: None

G. Restrictions Upon Student Enrollment: The course is restricted to Accounting, Business Administration and Computer Science/Information Technology majors who have completed 60 credits. Students must have completed MANG315, MRKT200, ECON101 and either PHIL102 or PHIL425; or permission of the instructor.

II. Description of the Course

Introduction to applied business ethics from the perspective of the business manager. Course content emphasizes the interrelationships between business, societal, and government issues that involve the ethical responsibilities of managers, corporate social responsibility and corporate governance. Students will gain an increased understanding of how business relates to and operates within the social and legal environments, as well as awareness of contemporary social issues in management, cultural diversity in the workplace, international and globalization issues, and ecological and environmental issues. Students will develop and utilize skills in critical thinking, moral reasoning and individual decision making.

III. Exposition

A. Objectives:

Upon completion of this course, students will be able to do the following:

1. Identify the social, political, regulatory, legal, technological, and international, external and internal environments in which a business operates.
2. Describe the role and responsibility of business in society and understand the interrelationship among business organizations, government and society.
3. Define the manager's responsibilities for socially conscious leadership in organizations and the challenges in making management decisions in a morally responsible way.
4. Research and discuss emerging social issues for business, business ethics, environmental affairs as well as business and government relations.
5. Distinguish the numerous stakeholders and recognize the issues represented in each type of business environment relative to impact by operations of the business and impact upon the operations of the business.
6. Evaluate personal ethical attitudes and develop communication skills to participate in discussions of ethical issues within specific content areas.
7. Explain basic principles and current best practices required for responsible corporate governance.
8. Demonstrate understanding of the elements and complexities of managerial behavior and corporate social responsibility when conducting business in the international arena.

B. Activities and Requirements:

1. Participate in class discussions, group projects, analysis of case studies.
2. Complete and submit a term project.
3. Complete and submit all assigned projects.
4. Achieve a satisfactory average grade on examinations, analyses of case studies, projects and oral presentations.

C. Major Units and Time Allotted:

1. The Corporation in Society / an overview. (3 hours)
2. Business and Society Relationship. (6 hours)
3. Business and Ethical Environment. (6 hours)