



# SUFFOLK UNIVERSITY

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## MADRID CAMPUS

### **SBS 100 M1- CareerSTART**

#### **Instructor Information:**

**Instructor:** John Xerri

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#### **Course Information:**

**Catalog Description:** SBS 100 engages students in a series of activities, discussions, and programs on campus to explore their interests and strengths and learn how courses and co-curricular experiences together help them achieve their goals. Students also develop innovation, team, and presentation skills, get involved on campus, and learn about campus resources and services that aid in a successful college experience. This is the first in a four-year sequence of career courses.

**Prerequisites:** None

**Credit Hours:** 1

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

[https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111\\_Policy\\_On\\_Credits-And-Degrees.pdf](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf)

#### **Textbook/Course Materials:**

All relevant materials will be posted on Blackboard and/or handed out in class

## Course Goals & Learning Objectives:

<b>Upon successful completion of this course, students will have:</b>	<b>Upon successful completion of this course, students should be able to:</b>	<b>How the student will be assessed on these learning objectives:</b>
<ul style="list-style-type: none"> <li>• been exposed to creativity and innovation</li> </ul>	<ul style="list-style-type: none"> <li>• practice creative thinking techniques</li> <li>• build foundational group skills</li> </ul>	Opportunity identification Assignment Class activities and videos New Product and Pitch
<ul style="list-style-type: none"> <li>• developed skills and strategies for success in college</li> </ul>	<ul style="list-style-type: none"> <li>• learn and use library research tools</li> <li>• practice effective written communication</li> <li>• practice effective oral communication</li> </ul>	Industry research Assignment Course selection and advising homework Pitch on new product Campus Involvement Presentation Class activities and discussion Peer feedback in class
<ul style="list-style-type: none"> <li>• become engaged with peers, faculty and campus resources</li> </ul>	<ul style="list-style-type: none"> <li>• build foundational group skills</li> <li>• practice effective oral communication</li> <li>• assess and reflect upon their strengths, interests, and past experiences</li> </ul>	Attend campus fairs Campus Involvement assignment Peer feedback in class Class activities and discussion Office Hours visit
<ul style="list-style-type: none"> <li>• reflected on who they are and what they want out of college.</li> </ul>	<ul style="list-style-type: none"> <li>• assess and reflect upon their strengths, interests, and past experiences</li> </ul>	Professional Résumé Course selection and advising homework Campus Involvement assignment Peer feedback Strengths Finder Assessment Strengths Finder Assignment Strengths Reflection Paper

## ASSIGNMENTS:

To begin the transition to the Sawyer Business School, Suffolk University and your career, the following assignments will be due. These will be described in class and on BlackBoard:

<b>ASSIGNMENT</b>	<b>% of course grade</b>
Professional Résumé (one revision will be accepted)	10%
StrengthsFinder Assessment and assignment	10%
Industry Research Assignment	5%
Campus Involvement Assignment and Presentation	10%
Course Selection and Advising Homework	5%
Written Reflections (ex. Strengths in Action Assignment) and other small assignments (ex. Personal Goals)	5%
Strengths Reflection Final Paper: Integrating Insights, feedback, interests	15%
Active and respectful participation ( <i>includes office hours visit</i> )	5%
Meeting with Faculty Advisor or another member of faculty or Staff and <i>Find One Person</i> reflection paper	5%

You will also propose and develop an idea for a new product through a series of assignments, all of which will be described in class and on BlackBoard:

<b>ASSIGNMENT</b>	<b>% of course</b>
Opportunity Identification Assignment	10%
New Product and Pitch (team grade) and Paper	15%
Feedback to peers (to presenters twice, also to peers on team project)	5%

## **ASSIGNMENT DESCRIPTIONS:**

### **Industry Research Assignment:**

Follow the instructions on the handout that you will receive. After the brief library tour, we will be working on the computers on the 2<sup>nd</sup> floor of the library. The librarians will help you learn to refine your searches using the specialized databases so that you can be more effective finding the data you need. This assignment will be finalized during class time.

### **Short Term Goals (Matrix):**

It is easy to lose focus and your (developing) sense of academic and co-curricular direction amidst many distractions over the course of your first year. Setting goals can provide a helpful path and reminder of what you believe to be important so that your first year at Suffolk is everything that you hope it will be! The grid can be found on the SBS 100 Blackboard site and/or will be distributed during class.

### **Object of Affection:**

Please bring in an object that is important to you (ex. Photo, book, gift that you received memento, etc). Be prepared to explain why this object is important to you.

### **StrengthsFinder Assessment AND Assignment:**

Step 1: Complete the StrengthsFinder assessment tool using the unique log in code.

Step 2: Download and save the five feedback and information files you are provided.

Step 3: Review the documents and answer the questions provided by the instructor.

### **Course Selection and Advising Homework:**

- Print your Program Evaluation from MySuffolk.
- List your advising questions on the appropriate handout and identify the spring '18 courses you wish you take.
- Bring all of these printouts to class for the advising discussion.
- Prepare any questions that you may have about the BSBA curriculum and course choices.

### **Opportunity Identification Assignment:**

Complete the *Opportunity Identification* handout. Be prepared to discuss it in class.

### **Strengths in Action-Reflection Paper:**

Discuss how your strengths manifest in your interactions in class, with room/apartment mates, family, at work, etc. Please provide examples that illustrate how your strengths are demonstrated/ put in to practice in your everyday interactions.

### **Majors and Minors:**

Class time will be devoted to providing you with major and minor options in SBS.

Discussion about your possible major choice(s) will be expected to be included in your final strengths. Reflection Paper at the end of the term.

### **Elevator Speech/ New Product Pitch/1 page paper:**

Your team will design a new product and then give a product pitch to the class. Expectations for the presentation style and content, participation, and attire will be covered in class.

Each team member will be expected to present their individual Elevator Speech at the beginning of the group Product Pitch presentation.

After your presentation, **you are to write a one page, double-spaced reflection paper** about your group's process, how you used your strengths to achieve the goal, and how you worked with others and used their strengths as well.

**Project Feedback to Peers:**

Complete the feedback form. You will be providing concrete and professional feedback to members of your team. You will accept feedback from peers as a means to improve and refine your group contributions in the future.

**Strengths Final Reflection Paper:**

You will write a final paper pulling together various things you have learned and experienced this semester. Refer to the handout that you will receive for details and the expected format.

**Find One Person:**

Before the end of the semester, meet with your faculty advisor, instructor or another member of the Faculty or staff who you feel can be particularly helpful to you and who you feel comfortable with. You will receive instructions for a short reflection paper about this meeting.

**Professional Résumé:**

Step 1: If you have a résumé, update it. If you do not have a résumé, you will need to create one. Use the resources on the Career Center website to build or improve your resume. You can set up an appointment with a career advisor to review it or attend the Center’s walk in resume clinic. Resume samples online can also be helpful.

Step 2: Bring FOUR copies to class. You will share two with peers, use one, and turn one in.

Step 3: Schedule a meeting with the professor during office hours this semester to review your résumé and discuss your interests, experiences, and goals.

**Active and respectful participation:**

You will participate in all class and team sessions, two events, and one check-in meeting with the professor. In the real world your contributions and effort don’t happen in a vacuum, and this is true in college as well. If you are unsure how your contribution to class and group discussions is perceived, meet with the instructor to find out.

An important part of success in business is personal professionalism: a way of being that conveys integrity, accountability, and excellence in everything you do. In class it goes above and beyond rules about cheating, completing assignments, and doing good work. It is about maximizing your potential as a person, as a job candidate, and as a colleague by doing your best, and improving your skills. You accept consequences for your actions, you do the right thing, you take initiative to get things done, and respect yourself and others.

- ✓ Respect all individuals.
- ✓ Accept responsibility for your education.
- ✓ Stay engaged.
- ✓ Do not interrupt class activity.
- ✓ Come to class and be on time.
- ✓ Know assignment deadlines and policies.

**Grading/Evaluation:**

<b>Grading Scale:</b>	A (93 + points)	A- (90 - 92 points)
B+ (87 – 89 points)	B (84 – 86 points)	B- (80 - 83 points)
C+ (77 – 79 points)	C (74 – 76 points)	C- (70 – 73 points)
D+ (67 – 69 points)	D (64 – 66 points)	F (63 or less points)

Tremendous differences exist between college and high school in regard to expectations and policies for assignments, due dates, and missed work. The team of SBS 100 instructors has agreed that:

- Every assignment will be typed, edited, proofread, and professional.
- Late homework is downgraded, if it is accepted at all.

### **Participation/Attendance Policy:**

The SUMC Student Handbook states the following:

*Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.*

*Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.*

*Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.*

In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

### **Disability Statement:**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at [www.suffolk.edu/disability](http://www.suffolk.edu/disability) for information on accommodations.

### **Student resources:**

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 "Academic Policies and Services". Section 5, "Living in Madrid", contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

### **Midterm Review:**

At midterm, around week 6, you will be given a midterm grade based on your progress to date and performance on assignments, quizzes and midterm exam. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

### **Academic Honesty and Misconduct:**

[www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy](http://www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy)

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating,

plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

**Academic Grievances Policy:**

[www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics](http://www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics)

**Course Schedule:**

WEEK	TODAY'S CLASS	DUE TODAY
1	<p><b>Welcome to Business School/Introduction to Public Speaking and Presentation Skills</b></p> <ul style="list-style-type: none"> <li>• Meet the Instructor</li> <li>• Understanding SBS 100 (goal chart), assignments, faculty expectations</li> <li>• How assignments and due dates work in college</li> <li>• How Public Speaking and Presentation skills will be embedded in SBS 100 and in the BSBA curriculum</li> <li>• Icebreakers</li> <li>• Impromptu speech activity</li> </ul> <p><b>Assignments:</b> Short Term Goal Matrix Industry Research Assignment</p>	
2	<p><b>Library Visit</b></p> <ul style="list-style-type: none"> <li>• Meet in the library 10 minutes before class starts. <i>Industry Research</i> assignment completed in class</li> </ul> <p><b>Assignments:</b> Strengths Finder assessment-complete assessment My Talents and How I Use Them Object of Affection</p>	<p>Industry Research Assignment Short Term Goals (Matrix)</p>
3	<p><b>Strengths Finder Results Debrief</b></p> <ul style="list-style-type: none"> <li>• Object of Affection</li> <li>• Opening discussion about Strengths Finder: Importance and Relevance</li> <li>• Connection to small group in various settings with particular emphasis on ENT 101 (some students will be enrolled this fall some in the spring)</li> <li>• Talent Scout Activity and Debrief</li> <li>• Revisit Short Term Goals Matrix</li> </ul> <p><b>Assignment:</b> Presentations on Involvement Plan and Reflection Paper</p>	<p>Object of Affection Strengths Finder Assessment My Talents &amp; How I Use Them</p>

WEEK	TODAY'S CLASS	DUE TODAY
4	<p><b>Presentations on Campus Involvement Assignment</b></p> <ul style="list-style-type: none"> <li>• Individual presentations</li> <li>• Feedback and discussion of presentation best practices / tips</li> <li>• Forced Choice or other Strengths Activity</li> </ul> <p><b>Assignment:</b>  <i>Course Selection and Advising</i> homework for next week</p>	Campus Involvement Presentation and Reflection Paper Due
5	<p><b>Building Your Academic Path</b></p> <ul style="list-style-type: none"> <li>• Academic Advising guest speaker</li> <li>• Getting the most out of college: course selection; majors, minors, electives, study abroad, internships, global travel seminars, etc.</li> <li>• Working with an advisor – <i>how knowing your strengths enhances this!</i></li> </ul> <p><b>Assignment:</b>            Opportunity Identification Assignment due next week</p>	Course Selection and Advising Homework
6	<p><b>Creative Solutions</b></p> <ul style="list-style-type: none"> <li>• Shark Tank video clip</li> <li>• Each student presents opportunities identified</li> <li>• Form teams around ideas of interest and different strengths.</li> <li>• Team completes Team Contract</li> <li>• Team discusses Strengths (synergies, challenges to overcome, plan)</li> <li>• Explain <i>New Product assignment (idea/research/create/pitch)</i></li> <li>• Present <i>Elevator Speech Materials</i></li> <li>• Impromptu speeches if time allows</li> </ul> <p><b>Assignments:</b>  <i>Strengths in Action</i> (discussion about how your strengths manifest in your interactions in class, with room/apartment mates, family, at work, etc.) 1 page reflection paper due next class</p>	Opportunity Identification Homework
8	<p><b>Major/Minor In Class Presentation</b></p> <ul style="list-style-type: none"> <li>• Major/Minor student panel presentation and discussion</li> <li>• Impromptu speeches if time allows</li> </ul>	Strengths in Action Reflection Paper
9	<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>• Creativity activity</li> <li>• Debrief video / discussion</li> <li>• Teams work on product idea with competitive information</li> <li>• Discussion about why creativity and innovation is important and relevant in the world of business</li> <li>• Impromptu speeches if time allows</li> </ul> <p><b>Assignment:</b>            Product Pitch Presentations and Elevator Speeches are due next week.</p>	
10	<p><b>Making the Pitch</b></p> <p>Each team member will introduce themselves via their <i>Elevator Speech</i>.</p> <ul style="list-style-type: none"> <li>• Teams present new product</li> <li>• Audience questions</li> <li>• Record Team Feedback on Product Pitch Feedback Form</li> </ul> <p><b>Assignment:</b>            Individual feedback to team members will be due for class next week</p>	New Product Pitch and Paper

WEEK	TODAY'S CLASS	DUE TODAY
11	<p><b>Giving and Receiving Constructive Feedback/Cross Cultural Perspectives</b></p> <ul style="list-style-type: none"> <li>• Overview and discussion <i>Steps to Consider</i> handout</li> <li>• Peer Feedback activity using evaluation forms</li> <li>• Impromptu speeches if time allows</li> </ul> <p><b>Assignment:</b> Strengths Reflection Paper is due next week</p>	Project Feedback to Peers
12	<p><b>Strategies for Managing Stress in Preparation for Final Exams and Projects</b></p> <ul style="list-style-type: none"> <li>• Strengths activity</li> <li>• Approaches to stress and finals</li> <li>• (Possible visit) to the Student Leadership and Involvement Office/Journey Program or meet in class to learn about Journey</li> </ul> <p><b>Assignment:</b> Bring 4 copies of your resume for feedback and discussion</p>	Strengths Final Reflection Paper: Integrating Insights
13	<p><b>Leveraging Your Strengths &amp; Talents</b></p> <ul style="list-style-type: none"> <li>• Leveraging your strengths discussion- how do your major/minor interests tie to strengths, interests, course selection, peer feedback</li> <li>• Résumé Activity and discussion</li> </ul>	Professional Résumé (4 copies)
14	<p><b>Leveraging Talents/Closure</b></p> <ul style="list-style-type: none"> <li>• Reflective Icebreaker</li> <li>• Linking SBS100 to other courses, Journey Program, campus experiences</li> <li>• Brainstorm and follow-up discussion: <i>If I knew Then What I know Now</i></li> <li>• Reflective in class letter</li> <li>• Course Evaluations</li> <li>• If you haven't already remember to submit your <i>Find One Person</i> reflection</li> </ul>	