

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 180

Action approved
4-24-97

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor & Phone: **Ramesh G. Soni X 7786**
- Writing Workshop? (If not at IUP, where? when?) **IUP**
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person & Phone
- Course Number/Title
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) & Phone
- Course Number/Title
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Ramesh Soni Date 4/21/97
 Department Chairperson [Signature] Date 04-21-97
 College Dean [Signature] Date 4-21-97
 Director of Liberal Studies Darlene Richard Date 4-24-97

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

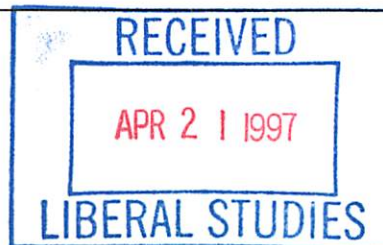
I. "Writing Summary"—one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



I. WRITING SUMMARY

A. Distinctive Characteristic of the Course: This writing-intensive course serves as an integrative course in Management. The main foci of this course are current literature in the field and contemporary issues in management. Numerous writing assignments and cases are used to help develop an understanding and perspective on how management practices are evolving. In addition to selected management classic readings, students are required to read current periodicals (e.g., The Wall Street Journal, Business Week, Fortune Week).

B. Types of Writing Activities:

Weekly News Items: Each week, students will submit a one-page list of 5 major news items from the each following two categories 1) Business and 2) General. Students are required to prioritize those news events and give a one sentence (complete sentence, very brief, no more than 3 lines) summary of the event. This assignment helps accomplishes two things: 1) forces students to keep up with news events, and 2) forces them to summarize the news items in one sentence. Total writing: 10 reports, one page each. Feedback is provided and rework is demanded. Example: A student listed one of the general news items as: "A man riding bicycle died, knocked down by a vehicle in West Virginia." This was the week when thousands of people died in Kobe, Japan due to an earthquake, and that news was not included in the report. This activity accounts for 7.7% of the final grade (50 points out of 650).

Current Event Write-ups and Presentations: Students prepare a short (one typed page) write-up on a current management/business event, reported in the business media within 7 days of presentation, and make a 3 minute class presentation. This activity will require students to relate current business events with topics discussed in class and/or presentations made by other students. Their perspective on what have they learned from the report is also an important feature of this activity. Example: If they discuss an article from The Wall Street Journal that states that XYZ corporation was sued for sexual harassment. They must think as to where did the manager go wrong (based on the article details), relate that to relevant discussions on the policy issues and so forth. Each student would make about 7 such presentations (total of 7 pages). This activity accounts for 15.4% of the final grade (100 points out of 650).

Short research papers (2): Paper#1 will be an individual paper (5 page). Each student will select a topic that s/he would like to further explore; must have some twist. Paper#2 (5 page total per group of 2 to 3 students) will be a group paper leading to class debate. Some hot, debatable topics will be decided in class (for example, ADA, Corporate Social Responsibility, service economy vis-à-vis manufacturing , NAFTA, etc.). Teams will be randomly assigned a topic (for/against) and must be prepared to debate.

Cases (2-4): In-class short case analysis (some cases may require team work). Each case will require students to submit 2-4 handwritten pages. This activity is geared toward decision-making exercise. This activity accounts for 15.4% of the final grade (100 points out of 650). No opportunity for revision is provided.

Term Project: A detailed research paper (10 to 15 pages) must be developed by students working in teams; in rare instances, I do approve individual projects. This project is intended for students to work in team environment. Students will have to juggle schedules, family time, commute, work, etc. and still find time to work in teams. Each team will make a class presentation for about 15 minutes. These presentations will be scheduled toward the end of semester. Students are supposed to work on the project through out the semester. They will be required to submit partially completed work for feedback several times during the semester (see attached syllabus for details). This activity accounts for 15.4% of the final grade (100 points out of 650). For the first paper, opportunity for revision is provided.

Quizzes and brief assignments: This component does not necessarily qualify as writing intensive. Most quizzes will be objective type and/or will require one line answers. However, brief assignments (usually take-home) will require writing on 3" X 5" cards. This activity accounts for 15.4% of the final grade (100 points out of 650). No opportunity for revision is provided.

II COPY OF THE COURSE SYLLABUS

MG 428 Seminars in Management (3cr)

Spring 1996

Prerequisites: Principles of Management (MG 310), Senior standing.

Instructor: Dr. Ramesh Soni **Phone:** 357-7786 **E-Mail:** rgsoni@grove.iup.edu
Office: 308-C The Eberly College of Business

Office Hours: MWF 9:00-10:30am; T 5:30-6:00pm

Text: Annual Editions Management 96/97, Dushkin Publishing Group, 1996.

Students will be required to read current periodicals: The Wall Street Journal, Fortune, And Business Week. (These should be the primary sources for current event discussions and reports). It is highly recommended that students subscribe to The Wall Street Journal (it will be required for Current Events/News Items part of the course). Other readings will be kept on reserve at the library/ or photocopies will be distributed.

Catalog Description

An integrative course in Management. Considers current literature in the field and contemporary issues in management using case studies and current events.

Course Objective:

- (1) To present in-depth study of contemporary issues including, total quality management (TQM), just-in-time (JIT), modern manufacturing management, global issues in business, workforce 2000, social responsibilities, ethics, etc.
- (2) Help the student to apply management theories and tools to simulated or actual managerial events.
- (3) To help the student to develop research and writing skills.
- (4) To help the student to develop her/his own view points on various management issues and controversies.

Teaching Method:

Teaching/learning will be accomplished mainly through presentations, discussions, debates, case studies, writing assignments, and lectures. Numerous writing assignments are planned in this writing-intensive course. Timely feedback will be provided to the student, and the student will resubmit the written work after incorporating the feedback from the instructor (if notified). The student will conduct library research to develop understanding of evolving management theories and practices.

GRADE SCALE:

I usually stick to straight percentages (that is, 90% and up for A, 80% to 89.9% for B and so on). However, there may be a "scale slide" of unknown magnitude in your favor (to be determined only at the end of session).

Do understand--I don't give you a grade; rather, you earn a grade. I have nothing against a student as a person even if s/he decides to earn a poor grade. I strictly maintain your record on my computer, and grades are assigned by computer at the end of semester. I advise you to review any anomaly in my records by visiting with me during office hours anytime during the session.

QUIZZES:

Generally, quizzes will be announced 1 to 2 classes in advance (when possible). However, students can expect occasional pop quizzes. If you miss more than 3 quizzes because of a medical reason (must substantiate), makeup can be arranged.

CLASS PARTICIPATION:

Class participation is extremely important--of course, the necessary but not sufficient condition for scoring high grade on class participation is to attend classes regularly. It is strongly recommended that students read general business news and relate them to topics covered in class.

It is essential that the student be committed to this class and actively participate in class discussions in a useful and intelligent manner. I will keep record of participation grade for each class period. Your participation efforts will be recognized if you bring outside relevant material to add to class discussions.

WRITING INSTRUCTIONS:

You are expected to prepare each report in a professional manner. It should be typed using a word processor (Word 6.0 and Word Perfect 5.1 or 6.1 are preferred). You must save all your work on a disk (at the end of the semester you will be required to submit your disk for your grade). In some instances you will be required to make corrections to your report for re-submissions. Therefore, the use of word processing is **mandatory**.

There is a writing lab available on campus. Please feel free to make use of the lab to improve your writing skills. In some instances I will require you to visit the lab to seek help.

TIPS FOR SUCCESS

- (1) Keep up with reading assignments and read ahead of time for class discussions.
- (2) Intelligent class participation is essential; disruptive behavior will not be tolerated.
- (3) Attending lectures is extremely important. If you miss lectures, copy any missed notes from a friend promptly.
- (4) Since this is a writing-intensive course, make every effort to improve your writing.
- (5) Do not plagiarize; make liberal use of citation, quotes, etc. to give credit to original authors.
- (6) If needed, make use of the writing lab on campus.
- (7) Learn to present your thoughts in a cogent manner.
- (8) Learn to be a team player.
- (9) Present yourself professionally.

EVALUATION:

Category	Evaluation Criteria	Points
<p>Weekly major news items: Identify 5 major news items from the following two categories 1) Business and 2) General. Prioritized them and type a brief (one sentence) description of the major item. Be prepared to discuss. Give a brief citation (e.g., WSJ, Feb 20, 1996, B1 col 5 is sufficient)</p>	<p>Completeness, timeliness, sources used, etc.</p>	<p>50</p>
<p>Current Event Write-ups and Presentations (6-8) The student will prepare a short (one typed page) write-up on a current management/business event, reported in the business media within 7 days of presentation, and make a 3 minute class presentation. Write-up will have two parts. First, the summary of the article (about 1/3 of the page). Second, discussion on management implications: How the reported event affects management practices? What have you learned as a future manager and decision maker? How does the article relate to topics discussed in class or presentation made by other students? (about 2/3 page) Develop overhead transparencies for each presentation (each student should buy 2 transparency blanks and an erasable marker). A topic (especially an article) already presented by another student must be avoided.</p>	<p>Timeliness; relevance to management issues; importance and impact of the event; clarity of the summary; writing style and grammar; presentation (use of a/v aid, involvement of audience, impact, enthusiasm, etc.)</p>	<p>100</p>
<p>Short research papers (2) Develop 5-page typed (double spaced) paper on topics approved by the instructor. It should be developed like a research paper and must include references to at least 3 research/academic type journal articles. Paper 1: Individual paper. Select a topic that you would like to further explore; must have some twist (some different perspective) Paper 2: Team paper. Some hot debatable topics will be decided in class (for example, ADA, Corporate Social Responsibility, Service economy, NAFTA, etc.). Teams will be randomly assigned a topic (for/against) and must be prepared to debate. Remember the best way to prepare for debate is to think about: arguments, counter-arguments, and counter-counter-arguments.</p>	<p>Originality; clarity; organization; arguments and counter arguments; knowledge of the literature in the field; grammar and writing style.</p>	<p>100</p>
<p>Cases (2 to 4) In-class team case analysis.</p>	<p>Case dependent</p>	<p>100</p>
<p>Quizzes and brief assignments</p>		<p>100</p>
<p>Class participation.</p>	<p>Participation: good arguments/counter</p>	<p>100</p>

	arguments, initiatives, attendance, ability to integrate issues.	
<p>Term Project</p> <p>A detailed research paper (10 to 15 pages) must be developed by students working in teams; in rare instances I can approve individual projects. This project is intended for students to work in team environment. You will have to juggle schedules, family time, commute, work, etc. and still find time to work in teams. Each team will make a class presentation for about 15 minutes. These presentations will be scheduled toward the end of semester. You are supposed to work on the project through out the entire semester. Further details will be provided next week.</p>	Professionalism; originality & creativity, vision, integration; organization; quality of work; peer review; quality of oral presentation; timeliness.	100
	TOTAL	650

TENTATIVE SCHEDULE

TOPICS & DUE DATES	Hours
Introduction and General Management Issues Management functions and management roles; Current management issues including, rightsizing, flex-time, telecommuting, business combinations, etc. CASE 1	9
Total Quality Management Teachings of Quality Experts (Deming, Juran, Crosby, etc.); Management and organizational issues; Awards and Certifications--Malcolm Baldrige Award, ISO 900, Deming Award, etc.	6
Just-in-time; Kaizen and Japanese Management	3
Government and Business: Social Responsibility and Ethical Issues CASE 2	6
Working in the 21st Century: The Global Workforce; Working Women CASE 3	6
Global Issues in Business Global competition and interdependence; North American Free Trade Agreement	6
Modern Manufacturing and Technology Factory of the future; Robotics; Communication technology and Management. CASE 4	3
Class Presentations	3

DUE DATES:

Assignment	Due Date
Short Paper # 1	Feb 14, 1996 (Tuesday)
Short Paper #2	March 19, 1996 (Tuesday)
Term Project--Preliminary Draft	April 2, 1996 (Tuesday)
Final Project Submission	April 23, 1996

III. SAMPLE ASSIGNMENT SHEET

Brief Guide Line for Term Project

The main objective of this paper is to make the student understand the interrelation between social, political, cultural, religious beliefs, and business environment (management, economic conditions, labor force, technology, adaptability).

Each team will select a country of its choice (with instructor's approval). Conduct research to understand: soft issues (culture, society, religion, etc.); political history and present political environment; business opportunities and risks; current state of economy; any competitive advantage or strengths; and technology and human resources, etc. Conclude the paper with a SWOT (Strength/Weakness/Opportunity/Threats) analysis, and identify a few businesses/industries that are ideal from the business investment point of view.

Develop a paper to show the integration of the above mentioned components. You don't have to defend a position; focus on arguments and counter arguments.

Some of the headings/subheadings I expect to see in your paper include: Population, Size, Resources, Culture, History, Religion and Social Practices, Technology, Communication and Transportation Infrastructure, Health Care and Environment, Economic and Trade Treaties, Industrial Relations, Labor Practices, etc.

Activity	Due Date	Details
Library Search	Feb 6, 1996	Get relevant articles. Submit a list of relevant articles that you propose to use (At least 8 academic/scholarly journals). Place inter-library loan request, if needed. Follow MLA/APA style.
Preliminary Draft	April 2, 1996	About 5-page, not counting the references. Use appropriate heading, subheadings, sections, subsections, etc.
Term Project	April 23, 1996	A good integrative paper is expected. (You will make presentations)
Class Presentations	April 23, 1996	A formal presentation to class; 15-20 minute duration; use of visual aid recommended.

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Sample Short Paper Topics:

1. How is telecommuting changing the workforce in America?
2. Total quality management: Is there a point of diminishing return? Compare and contrast the old thinking versus the modern thinking?
3. Is the success of JIT in Japan the result of their culture and religion background?
4. Are high salaries of CEO's justifiable?

Debate Paper Topics:

1. Is NAFTA beneficial/not beneficial for the USA?
2. Can we let the American manufacturing base disappear?
3. What is more important, return to the shareholders or corporate social responsibility?
4. American With Disability Act: Is that a burden on small businesses?

Sample Quiz:

1. Why the Japanese have been more successful than the Americans in setting up plants in the developing countries?
2. Comment on the following statement:
Countries with more resources will be more successful economically.

Case Study Questions:

1. What is the main reason that Quarterdeck has located its customer service department in Ireland rather than San Jose?
2. Lowe lists 6 fears when implementing TQM at Venture Industries. In your opinion, which 2 fears are the deadliest of all? Justify.

Summary of Writing Assignments for <u>Dr. Ramesh G. Soni (MG 428)</u>					
Assignment	# of Assignments	Total # of Pages	Graded (yes/no)	Revisions (yes/no)	% of Final Grade
News Items Summary	10	10	Yes	Yes	7.7%
Current Event Write up and Presentation	7	7	Yes	Yes (First 2 only)	15.4%
Short Research Papers	2	5 + 1 2/3 per Student	Yes	- Yes (First paper only)	15.4%
Case Studies	2 to 4	4 to 8 handwritten pages	Yes	No	15.4%
Term Project	1	4-5 per student	Yes	Yes (in stages)	15.4%
Quizzes and Assignment	8 to 10	Equivalent of about 3 pages	Yes	No	15.4%
Class Participation	-	-	-	-	15.4%

Liberal Studies Office
352 Sutton Hall

DRCHRDSN
X 5715

April 29, 1997

To: Ramesh Soni, Management Department

From: Darlene Richardson, Director

Subject: Type I Writing Approval

At its April 24, 1997, meeting, the Liberal Studies Committee approved your application to be a Type I Writing Professor. Type I approval means that you may teach any course you wish as writing-intensive provided that the course is taught following the criteria for writing-intensive. We based our approval in part on the syllabus for MG 428 Seminar in Management. If you decide to teach another course as writing-intensive, we would appreciate a copy of that syllabus.

Thank you for submitting such a strong proposal and for helping improve our students' writing skills.

Copies: John Orife, Chair, Management
Robert Camp, Dean, Eberly College of Business