



BUFFALO STATE
The State University of New York

Business, Economics & Public Admin. Department


School of Education & Applied Professions

Syllabus for Bus.116: Intro. to Business, Spring, 2026

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| <p>CatNum: Bus. 116: Introduction to Business, 3 Credits Spring Semester -- January 26, 2026 – May 14, 2026.</p> | <p>Instructor: Sol. Ahiaarah, PhD., CPA¹, CGMA². Associate Professor of Business</p> |
| <p>Call Nos. CRN 2278 and CRN 1532.</p> | <p>Office: [REDACTED] Tel.: X5339</p> |
| <p>Time: TR: 09:25 –10:40 a.m. for CRN 2278, and TR: 10:50 a.m.-12:05 p.m. for CRN 1532. This course is predominantly offered in a traditional and web-enhanced³ modality. Students attend class in-person on Tuesday and Thursday; do various course assignments in BRIGHTSPACE and in MYLAB learning management platforms. Please, do not take this version of the course if this modality & format do not suit your circumstances. Exams Venue: In MyLab.</p> | <p>Office Hours: Wed. 12:15-1:30 pm. By written appointment for in-person, or via email. (Note: Instructor's computer is not outfitted with a webcam in the case of a ZOOM meeting)</p> |
| <p>Room: Chase #342, for CRN 2278, TR: 09:25 –10:40 a.m., and Chase #342, for CRN 1532, TR: 10:50 p.m.-12:05 p.m. Aspects of this course are done via Brightspace AND MyLab Learning Management Platforms</p> | <p>E-mail: ahiaarasc@buffalostate.edu</p> |

SUNY-Buffalo State's DOPS Policy Number: I:16:00, gives the course instructor (not the student nor anybody else) the responsibility and authority to write a course syllabus and to provide it to students and administration during the first week of classes. Among other objectives, this syllabus is provided, ahead of the time to students, to comply with said policy directive. **Any student who disagrees with this syllabus should not take this particular section.** For example, a student who believes strongly that there should be no deadlines for course assignments should not take this Bus.116 section in which deadlines⁴ specified in this syllabus are going to be even-handedly, uniformly, enforced. Since Bus.116 is also taught every semester here, in a different format, by different instructors, the student disagreeing with the plans and policies enunciated here should choose any of the other versions rather than revert to threatening this instructor to award grades based on criteria inconsistent with this syllabus'. This is an elective course which you choose to take; you are not required to work with this particular instructor. This instructor's position about, and plan for, this course are fully specified here; he would change/correct only inadvertent factual errors or modify as indicated in the schedule section below. Approaching a university course thuggishly by engaging in threatening, menacing, or insulting behavior is, hardly, what to expect from a university student who must, instead, be engaging in a disciplined quest for civilized knowledge, skills and abilities that are not acquired through aggression, dishonesty, or disrespect of instructors.

Required Resources: (1) Buy a Registration Code for securing access to "MyLab" learning management platform/system associated with *Business Essentials*, 14th edition, by Ronald J. Ebert and Ricky W. Griffin (Ebert/Griffin) (New York: Pearson Education, Inc), 2025. **You must timely purchase the required code to be able to use it to gain time-bound access to do required course assignments on time. You will fail this course if you do not purchase the code and, and with it, gain timely access and complete course assignments within their due dates!** (Note: The University Bookstore carries the required code, but if you prefer to purchase it from elsewhere, go here, <http://www.pearsonmylabandmastering.com/northamerica/>, and follow directions to purchase a registration code tied to the 14th edition (not any other edition) of the Ebert/Griffin, *Business Essentials*). You can get MyLab TEMPORARY ACCESS without payment now for 14 days and upgrade to full access with your payment anytime during the free 14 days! Under no circumstances can the student register and do work creditable for this course using multiple identities, i.e., your name in the university roster must be the name you use in MyLab.

(2) You must obtain from the instructor and nobody else necessary "Course ID" that links you directly into your section of "MyLab" learning management platform/system for Bus.116, and follow the "Student Registration Instructions," also provided by the instructor, to register during the registration window. To gain access later to either the e-book or course assignments, once you have registered in MyLab, (i.) Go to <https://mlm.pearson.com> (ii.) Sign into the same Pearson account you created when registering. (iii.) Select the Bus.116 course with the CRN in which your name appears in the University's roster and through which you will receive your course grade. NOTE: The Learning Management System (LMS) at MyLab site seems to work best with the CHROME  browser.

Supplies: (3) You need internet access (freely available on campus) and a web-accessible device (including computers on campus or your own) to do the online course assignments. **Note:** This full syllabus is also loaded in **Brightspace** during the course of present semester.

INTRODUCTION Early in 1925, Calvin Coolidge, then president of the United States, remarked to members of the American Society of Newspaper Editors: "the chief business of the American people is business." With this remark, he underscored the importance of business in American society. Another native-born, President Richard Nixon, began his *Proclamation 4045*, of April 8, 1971, inaugurating Small Business Week, by noting that, "The American tradition of independent enterprise is as old as our society itself." The pervasiveness of business in the US, or the propensity of Americans to enterprise, was observed very early in the history of the country by a foreigner. In his book, *Democracy in America*, published in 1835, French writer and social commentator, Alexis de Tocqueville, taking measure of a young nation found room to squeeze this in about business in the US: "what astonishes me in the United States is not so much the marvelous grandeur of some undertakings as the innumerable multitude of small ones." But the undeniable preponderance and importance of business in American society even today, does not necessarily mean that most collegians have a commensurate understanding of the American business enterprise system, its composition, *variety, characteristics* (e.g., elements, practices, legal and/or functional structure adopted, operating processes...), *concepts, contextual challenges*, and *role* in the society (even though we all interact regularly with businesses). A university educated person should be enlightened about a major socio-economic institution that pervades the society in which he/she lives. Students' pursuit of said "commensurate understanding" and/or "enlightenment" is a worthy educational undertaking that Bus.116: *Introduction to Business* course, expects to promote. In this vein, our undergraduate catalog states that the *Introduction to Business* course, "provides an overview of current developments and characteristics, elements, principles, and practices of contemporary business. Students learn basic business concepts, variations in business genesis processes, life cycle stages, environmental factors as they affect business; and the critical role business plays as a socio-economic subsystem of society" (see <http://ecatalog.buffalostate.edu/undergraduate/course-listings/bus/>).

COURSE OBJECTIVES AND EXPECTED STUDENT LEARNING OUTCOMES

To help enlighten the collegian about business, this *Introduction to Business* course is being offered in an inclusive web-enhanced format in step with these times of enabling technology. The "web-enhanced" feature complements this instructor's primarily "traditional,"⁵ face-to-face, synchronous format or modality. This course expects to promote a general understanding of, or familiarity with, contemporary business, as well as serve as a learning focused forum or medium in which students will be instructed/guided to make a concerted effort to: complete a broad, bird's-eye overview, gain greater insight, and acquire a general understanding of characteristics of American business, an important socio-economic institution. This broad overview will include or encompass:

- Introducing, while prodding, the students to learn how, why, where, when and through whom, a business enterprise is set up, including the various forms used, the range of purposes it serves, and the types of stakeholders involved during its existence.
- Students completing exercises designed to enable them acquire knowledge of business concepts and vocabulary such as, *value, demand, supply, price, costs, expenses, sales revenue, profit, investment, capital, returns, business as a system...*
- Students engaging with assignments from, particularly, the adopted textbook, that explore contemporary business environment, so as to acquire knowledge and ability to understand the interrelationship between business and environmental forces, and possible implications of the interrelationship (*know what*).
- Students grappling with assignments designed to familiarize them with major business' functional components including, production/service process, marketing/sales/distribution, customer or public relations, and necessary resource inputs such as human, financial, intellectual, material/physical supplies...and their management.
- Exposing the students to depictions or examples of types of strategies, tactics, and support systems that include, information and accounting systems, which are employed in achieving business objectives and goals in, for example, product/service development, pricing, promotion, distribution and risk management.
- Students studying, analyzing and discussing cases involving business ethics and social responsibility including ethical dilemmas in the conduct of business affairs.

By the end of this course, the successful students will be able to do the following (not necessarily in the exact order or sequence as listed):

1. demonstrate understanding of contemporary business concepts and terminology.
2. examine environmental and ecosystem forces that impact the size and scope of business in our (US) society.
3. describe how a business enterprise is created in our capitalist economic system including legal forms adopted.
4. describe a functional organization structure of a business entity, including its management and various functional departments.
5. explain the role of business in facilitating human welfare.
6. identify communication and professional skills necessary for career opportunities in business.

APPROACHES... Lectures (summarized in Lecture Notes), case studies/analyses, videotaped presentations including eText-videos, when possible, and Podcasts, will be used to critically examine and explain business concepts and practices introduced in each of the text chapters. Internet-based assignments, particularly at “**MyLab**” learning management platform, will be given to further explore some of the course topics. The lecture notes of each chapter covered will be temporarily made available in Brightspace or at the Course’s Information site during the time that the class coverage of the chapter takes place. The student who so chooses must download each chapter’s lecture note when it is posted. Once removed, a formerly posted lecture note will not be restored because of space limitation at the server, and no lecture note will be emailed to anyone either. Each student will be required to **study** or grapple with, pre-lecture, Dynamic Study Modules (DSMs) or with, “Ch*FreePrc” exercises paired or coordinated with the chapter notes. Those who carefully complete the DSMs and/or Ch*FreePrc exercises would, thereby, place themselves in a relatively advantageous position when they take associated Chapter Quizzes that mostly rehash the practice exercises. The saying that practice makes perfect, is particularly true with respect to business subjects: nobody truly gains insight, understanding, knowledge and ability without working through a sizable number of assignments designed to facilitate the knowledge acquisition. Overall, the learning model chosen for this course is the “Full-Circle Learning” approach depicted here⁶.

Consistent with the above-indicated learning model, this course’s delivery mode this semester includes these features: (1) Class Attendance In-Person is required, and will be for presentations and engagement/participation in class activities including discussions centered around the course text chapter highlights **or** of selected videos, podcasts and reinforcement of lessons conveyed in posted MyLab assignments and reading assignments in Brightspace, that the student has had a chance to complete before the class session. Class Attendance In-Person might also be necessary for group/team or individual “Mini Sims” and/or “Practice-Based-Learning (PBL)” exercises in MyLab. Bonus points only may be earned by students completing those “Mini Sims” exercises addressed in class, and no more than 30% of a bonus point may be earned, by a student, for a group/team “Mini Sim” exercise addressed in class but which the student completed outside of the class session on the date it was addressed in class. MyLab videos viewed in class might be password-protected to ensure that they can be completed only by class attendees. Closed “Mini Sims” and/or PBL exercises will not be reopened. Some class sessions will be open for the student to complete or continue to work on course assignments in Brightspace and MyLab. (2) As stated above, DSM assignments will be given in MyLab. DSM⁷ is a research-tested tool used to introduce the assigned textbook materials. DSM is also a mastery-learning technique for delivering each assigned textbook chapter’s lecture. In the DSM, each student is advanced only when he/she has demonstrated (through correct responses to questions) reasonable mastery of the chapter’s main thrust at his/her own pace. The student is not penalized, for grade purposes, for incorrect responses which are, instead, used to modify his/her study or review regimen in a particular module. The student is awarded 100% if he/she completes the assigned DSM module within the open window, and less than 100% if he/she did not. I trust its efficacy because of the high exam. scores achieved by students honestly completing the DSMs and associated reinforcement quizzes in the past. (3) Lecture Notes that I have prepared for each chapter (from the assigned textbook material) succinctly cover every learning objective in each chapter. In combination with the DSMs, we have the assigned textbook covered as reasonably as possible. (4) Videos, including: (a) e-Text, (b) selected YouTube’s, and, if there is time (c) MIT videotaped seminars on business planning. (5) “Mini-sims assignments which put students into real-world scenarios and give them the opportunity to apply course concepts and develop critical thinking and decision-making skills,” will be done in-class. (6) The course activities will take place in (a) the classroom on class days and (b) Brightspace, and (c) Pearson’s MyLab LMS in class or at home. Those who knuckle down (or buckle down) and just do their course work on schedule often pass the course without any incident, although some still would begrudge the instructor for asking them to spend undistracted time on their university work. A student who, for whatever reason, cannot, will not, or does not intend to, purchase the necessary access code, read and reflect, watch videos expounding the selected course topics and attend in person, or who is not interested in adhering to the rules for completing these, is asked to not take this section of Bus.116—the student always knows from the outset what s/he can do. Details of the planned assignments and activities are found in the Schedule of Planned Course Activities below. Each course assignment or activity will be assessed or evaluated based on specifically written instructions and/or criteria accompanying it in MyLab or in Brightspace.

Any expectation that the above approaches would lead to students' achievement (to any degree) of the stated objectives, rests on certain premises/assumptions. At a minimum, these include that each student is enrolled in the class to conscientiously learn and to undertake the intended overview of business characteristics, and that each would: (1) access and independently review all prescribed materials, preferably on schedule; and (2) conscientiously do assigned or required work on time.

AND REQUIREMENTS: Tardiness or not doing assigned meaningful course work at all for any reason given (as understandable as it might be), nevertheless, functions to prevent, detract, distract, frustrate, short-circuit, interfere with or even undermine the learning plan and focus expected or intended, and thus negatively impacts the student’s learning in this course. How or why? For one thing, “interferences” (i) forcibly divert attention away from the stated objectives for which the course exists, and (ii) consume valuable time and “oxygen” at the expense of where the focus should be—they are incompatible or antithetical with achieving the course’s objectives, *raison d’etre* and design. A student could neither get learning facilitating feedback when he/she fails to submit valid work on which feedback could be provided, nor could he/she learn lessons that timely, conscientiously grappling with and completing assigned course work impart, if he/she is consumed with or gets involved

in other than addressing the assignments when they are addressed in the course. Many lessons/assignments build (in a graduated sequence) on those preceding them and that serve as their foundations; foundations ignored or bypassed leave knowledge structures (if structured at all) to stand on hollow or shaky grounds—missing a significant number of assignments could, therefore, negatively affect a student’s achievement in the course. If the instructor invariably acquiesces to or condones repeated tardiness by some students, that instructor also shirks his responsibility to play his role honestly and faithfully in preparing all his students for a reality of the business world, that deadlines must be observed, or there would be consequences. Should a course in business convey one impression or understanding of business practice to students while simultaneously socializing them to not really respect or take the practice seriously? Instructor tolerance of, or indifference to, habitual tardiness with respect to course assignments neither promotes nor reinforces a strong work ethic and mindful time management that will be required of the student upon graduation and employment in the business world. In another vein, how would the instructor obtain student data points required to compile periodical grade or other reports within university-imposed deadlines if student work does not have to meet any deadline that would allow the instructor to score, compile and summarize the students’ progress reports on time to meet the university’s deadlines?

For the class to be a meaningful, effective, learning medium for all, each student is required to: **(1)** Complete, by their due dates, all open-book quizzes and other assignments given, most of which will be in “MyLab,” online, at the student’s convenience. Any assignment, excepting a comprehensive exam/test, in “MyLab” will be activated and left open for no less than a five-day period, and announced in class and/or Brightspace while active, unless the assignment is already listed in the schedule section of this syllabus. Therefore, a student who is in the course with intent of honestly fulfilling its requirements should be able to complete assignments in “MyLab,” online, within their due dates from anywhere in the world where there is internet access. Assignments that have closed or expired will not be re-opened (see “extenuating circumstances” discussion below for elaboration and options). **(2)** Review, reflect and write takeaways summary after each module or when it is scheduled or assigned. The instructor will try to respond, during in-person class, to questions raised in the “takeaways”. By completing a “takeaway” or “student learning outcome summary” assignment, the student reflects on what he/she learned or did not learn in a module, and with that, decide whether and about what to seek further clarification(s). **(3)** Complete **two online, comprehensive tests** on the scheduled dates. Each test/exam will be taken in “MyLab,” and will be based on chapters covered since the last, preceding, exam. Since a university computer is available for you to take the exams on campus during the class period, if you choose to take the exam outside the class session, using your own technology, you’ll solely be responsible for the functionality of that technology. Your computer issues (e.g., crashes, Wi-Fi, and power outages) will not be accepted as excuses for your not completing the exam. You (and not the instructor) are responsible for the functionality of your technology. Your computer crashes or malfunction, Wi-Fi, and power outages..., for example, that are not controlled by the instructor or the university, are not acceptable excuses for your not timely completing course requirements including an exam. on time or in the designated place. Have a back-up plan (e.g., using more reliable university computers for high stakes assignments including exams, or using your smart-phone’s hot-spot feature to substitute for Wi-Fi failure, or downloading the Brightspace app onto your ‘phone for use in an emergency. Every student should endeavor to take a quiz or an exam. when it is given to the whole class. Neither the University nor the instructor is responsible for your personal mishaps.

On Make-Up Exam: No make-up exam. will be given unless there is valid proof, provided to the instructor, to support giving it, in which case, only one “accommodation” exam would be given at the end of the semester (on the last day of regular classes). Those missing more than one exam are better off dropping the course. Although an accommodation exam would cover same chapters as the regular exam, it will not be designed to be a verbatim, or word-for-word, copy of the regular one. The accommodation exam will also be TIMED (in correspondence with possible platform time settings); this ensures that it must be completed once started, as done in the regularly scheduled exams. (Note that the platform never pauses the time in a timed exam!) The mid-term make-up exam must be taken only in the course’s classroom (Chase Hall #342) at the end of the semester (on the last day of regular classes; it will be proctored and be password-protected to ensure that the student accommodated provided valid proof to support taking the make-up exam. which the password would be used to open. In the case that the Student Accessibility Services Office (SASO), designates personnel aide for an accommodatee during an accommodation exam, that SASO decision will be honored. The instructor cooperates with the Disability Services Office in accommodating students in the manner requested by that office. Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the Office of [Student Accessibility Services](#), Butler Library 160. Phone: (716) 878-4500 Email: sas@buffalostate.edu .

Extenuating Circumstances: Extenuating circumstances occur and should be understandable—a student should not fail the course because of missing just one or two none-exam. requirements or assignments due to extenuating circumstances beyond his/her control. It is important to be mindful that personal tragedies or intervening circumstances, as unfortunate and heart-wrenching as they might be, do not constitute valid bases for a university grade or degree. Would you choose a professed surgeon to perform your surgery if he/she received surgery credentials having bypassed a required surgery course exam based on sympathy for him/her for heart-wrenching circumstances he/she presented as excuse? Missing one deadline due to extenuating circumstances does not establish

a pattern, but missing two begins to establish it, and missing three clearly indicates a pattern. A pattern of not doing required course work at all, or of not doing it on time, with extenuating circumstances presented as the basis for that, is unfortunate if undesirable. The student should recognize the importance of course work record (as the principal basis of the course grade), and should, therefore, avoid falling into a pattern of not doing the required course work on time. A pattern of missing course work is not conducive to achieving the course's objectives. If the student cannot significantly achieve the course's objectives due to own protracted extenuating circumstances, does it not make sense for him/her to drop and, if desired, retake the course later to still pursue the objectives of the course? If extenuating circumstances prevent a student from reasonably doing the course as planned, such a student could always (and, indeed, should) pursue it when he/she is able to reasonably complete it properly unimpeded or unencumbered by own circumstances. The course will not work if course work deadlines are optional for all students; issues of fairness⁸ arise if deadlines are optional for some and not for others. For example, differential resources, including information (say, about correct answers) and more time, are available to those who miss deadlines, whereas deadline observers are comparatively unfairly disadvantaged competitively due to this resource differential. As stated above, assignments that have expired will not be re-opened. Everyone—student, instructor, administrator, and other staff alike—goes through challenging times induced or exacerbated by the exigencies of own situation. Each person's setback, however, does not have to become the institution's. Given present design that allows the student to do course assignments online from anywhere there is internet access and given that every assignment will be open for no less than five days, COVID or like quarantines or any other extenuating circumstances will not be accepted as a basis to reopen closed assignments. Only the comprehensive exams given in the course can be made up as discussed above; students needing other HW make-ups, bonus points or extra credits, for any reason, should revert to the Special Consideration Exercises discussed below. The special consideration exercises would be open to every student, and as such, would overcome the "fairness" questions.

On Special Consideration Exercises for Extra Credit, Bonus or HW Make-up Points: (I) A

comprehensive set of algorithmic exercises and problems for make-up or extra credit/bonus will be designed, at the end of the semester, for completion by students choosing to take it. (II) In-class Text chapter-associated Mini Sims and (III) In-class specific course module- or unit-based "takeaway" or "student learning outcome summary" assignments, will be available to every class member, sporadically throughout the semester, to complete for bonus or extra credit points. The maximum possible points that could be earned in the foregoing I, II and III combined, would be equal to those expected to be earned in two DSM assignments, plus two Ch*Qzs. If a score by a student in said I, II and III combined, causes the sum of the student's **actual** total DSM and Ch*Qz scores to exceed the expected total sum of the two for the semester, only the actual score that equates the two (i.e., actual total scores and expected total points) would be used. The purpose of the special consideration exercises/problems... is to help the student to, possibly achieve, not exceed, the maximum expected total points in the two areas...the university does not award A+ grades! "Expected points" vs "actual scores" are further discussed under "Grades," below. Any student whose extenuating circumstances have led him/her to a position that, even after taking the special consideration scores into account, he/she is unlikely to pass the course, should pursue it later when the circumstances have changed. "Special consideration exercises" are the instructor's approach to accommodating the student (in circumstances not caused by the instructor) with some make-up work which is above and beyond the required, programmed, course work. Part I—the set of algorithmic exercises and problems for make-up—will be available at only MyLab (online) course platform on May 07, 2026, the last day of regular classes.

GRADES: Grades will be based on scores earned in special participation exercises (measured in scores attained in assigned videos), homework, chapter quizzes and the two comprehensive examinations. Course grades are defined as follows:

A = 100.00-93.45%; A- = 90.00-93.44%
 B+ = 86.50-89.44%; B = 83.45-86.44%; B- = 80.00-83.44%
 C+ = 76.50-79.44%; C = 73.45-76.44%; C- = 70.00-73.44%
 D+ = 66.50-69.44%; D = 60.00-66.44%
 E = 59.44% and below.

The following **weights** will be used in computing students' **overall** scores for determining course grades:

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| Individual DSM and ChQzL., and Other MyLab Assignments, <u>excluding</u> Video Assignments | 35% |
| Individual Special Assignments, including Video assignments | 35% |
| Comprehensive Examinations | 20% |
| <u>Non-Partial Class Attendance, Scored In-class Engagement & Participation Activities</u> (excluding Mini Sim scores) | 10% |
| <u>(Please note that neither these weights nor all "Special Participation" scores are in MyLab record. Also, your MyLab average scores do not factor in assignments you did not do, therefore, MyLab record does not accurately reflect the course grade as defined here).</u> A Partial class attendance (coming in late or leaving early) will not earn a full attendance score. | |

Expressed in formula form, said **overall score will be computed as follows for each student:**

$$\begin{aligned}
 & [0.35(\text{DSM} + \text{ChQzoL... Score})/(\text{Total Expected DSM} + \text{ChQzoL... Points})(100)] \\
 + & [0.35(\text{Indiv. Special Participation Score})/(\text{Total Expected Indiv. Special Participation Points})(100)] \\
 + & [0.20(\text{Comprehensive Exams Score})/(\text{Total Expected Comprehensive Exams Points})(100)] \\
 + & [0.10(\text{Class Attend, Engage.& Partic. Score})/(\text{Total Expected Class Attend, Engage.&-Partic. Points})(100)].
 \end{aligned}$$

Since students adhering to required course procedures will always know their scores out of associated expected points, for each graded assignment that they complete within its **open window**, you should be able to compute your overall score to-date at any time during the course, based on the above formula. The instructor will apply the above formula in preparing each active student's progress report which will be distributed on the 15th class session— **Mar. 17, 2026**—and, thereby, review/illustrate the computation also.

OTHER...: The instructor also prefers to implement course procedures, guidelines, and requirements uniformly and even-handedly, to avoid appearances of impropriety, inconsistency, lack of integrity, double standards, or of being unfair and unethical. Inconsistency is the enemy of credibility and trust; the appearance of "pulling strings" for some and not for others tends to disillusion, disappoint, disturb, and demoralize those who feel discriminated against or shortchanged—actual evidence of authority's hypocrisy, ultimately, unravels the whole system, or impairs trust in it. All stakeholders have interest in the system's integrity without which the student's eventual credential from our institution would have little, if any, future leverage value or credibility. **STUDENTS THAT HAVE GRIEVANCE SHOULD SEEK RESOLUTION, FIRST, BY WRITING TO THE INSTRUCTOR, THEN TO THE CHAIRPERSON, AND IF S/HE COULD NOT RESOLVE THE MATTER, PROCEED TO THE DEAN. Students who disagree that this elective course's rules should apply uniformly to students in similar categories of disability or ability status as determined by our university, or who disagree with the plan discussed in this syllabus, should pursue a similar course with a different instructor.**

The Dean of Students Office helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical, and/or family crises. If you or someone you know needs support, services are available. For a list of support services and information, please visit <http://deanofstudents.buffalostate.edu/>, 716-878-4618 or stop by 311 Campbell Student Union during business hours.

On Academic Misconduct: At Buffalo State University, "students are expected to display honesty and integrity in completing course requirements and following [the University's] academic regulations. 'Academic misconduct' refers to any form of plagiarism, fraud, or cheating (including unauthorized alteration of this course's record in Brightspace or MyLab) ... and is inconsistent with the aims and goals of Buffalo State University," (see **SUNY-Buffalo State University's DOPS Policy Number: VIII:04:00⁹**) Same cited DOPS articulates the guidelines to be followed in handling any case of academic misconduct should that arise

SCHEDULE This syllabus provides a general plan for the course; deviations may be necessary as the semester progresses. At the option of the instructor, this syllabus, including assignments, may be modified to allow for extenuating circumstances (emergency school closings or directives from the university, for example), or other activities related to the class. Except for the latter, or unless otherwise announced by the instructor, dates for examinations will always be observed, and the student is responsible to be prepared to take each one on schedule. Notification on any change originating from the instructor will be communicated via email and/or in Brightspace Announcement. Each student is responsible for any announcement made to the class.

BUS. 116: Introduction to Business

SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER

All assigned chapters are from the Ebert & Griffin textbook. Full Syllabus is at <http://faculty.buffalostate.edu/ahiarasc/bus116/bus116.pdf> **NOTE WELL:** Course grade-affecting point values are identified in red ink in col. C-4 in the Table below; the points will be earned only on assignments the student completed in the designated platform before or on the due dates stated here (i.e., in this syllabus). It is important to note this because the University compels/requires instructors to submit monthly reports on students' progress, and those reports are compiled by this instructor based on the facts on record by the report date; said facts are corroborated by the date-stamp objectively and independently generated by each platform (MyLab or Brightspace) whenever the student submitted course work at the platform.

| Sequence | Ebert & Griffin Textbook Chapter OR OTHER(including Learning Objectives) | Assignment or Activity "Open" Window (Please, Avoid Postponing to the Last minute!) C-3 | | Assignments or Activities Required to be Completed by the Student Strictly Within the "Open" Window Which closes on the Expiration Date | Where are the Assignments to be Completed? | Instructor's Activity |
|----------|--|---|--|---|---|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| 1 | <p>PART 1: THE CONTEMPORARY BUSINESS WORLD (Chapters 1-4)</p> <p>Ch.01: The U.S. Bus. Environment: Expected Learning Outcomes: Students who successfully complete this chapter should be able to:</p> <p>1-1. Define the nature of U.S. business, describe the external environments of business, and discuss how these environments affect the success or failure of an organization.</p> <p>1-2. Describe the different types of global economic systems according to the means by which they control the factors of production.</p> <p>1-3. Show how markets, demand, and supply affect resource distribution in the United States, identify the elements of private enterprise, and explain the various degrees of competition in the U.S. economic system.</p> <p>1-4. Explain the importance of the economic environment to business and identify the factors used to evaluate the performance of an economic system</p> | Tues. Jan. 27 | Jan. 27 for #1 Feb. 12 for #2 to #8 | <p>Introductions and syllabus review.</p> <p>#1) Register in MyLab during this meeting (Note: You will fail this course if you do not register & complete assignments in MyLab Within their "Open window!"</p> <p>#2) Read "Mind Why We Meet!" AND write your comments about it (M2WM) (2 Pts Partic.)</p> <p>#3) Respond to Questions about the course Syllabus from reading it (RQS) (3 Pts Partic.)</p> <p>#4) Get Started with MyLab Intro. to Business (Max. 1 Partic. Pt. for #4)</p> <p>#5) How Dynamic Study Modules (DSM) Work (Max. 1 Partic. Pt. for #5)</p> <p>#6) Ch.01 Dynamic Study Module (Max. 1.50 DSM Pts)</p> <p>#7) Ch 01 Case Study Assign. 1 (Max. 1 Partic. Pt.)</p> <p>#8) Ch 01 Case Study Assign. 2 (Max. 1 Partic. Pt)</p> <p>NOTE: Expired or Closed assignments will not be reopened for any student already on the course roster by today (01/27/2026)</p> | <p>BSpace = Brightspace</p> <p>#2 M2WM→ In BSpace</p> <p>#3 RQS→BSpace</p> <p>#4 In MyLab</p> <p>#5 In MyLab</p> <p>#6 In MyLab</p> <p>#7 In MyLab</p> <p>#8 In MyLab</p> | <p>Prof. Posts: (1) M2WM, (2) Course Syllabus and Questions for RQS all in Brightspace (BSpace). Also publishes Syllabus in "CoursePage" and Posts "Course ID" and "Student Registration Instructions" for MyLab in Brightspace</p> <p>Prof. Posts Ch01 Lecture Notes in Brightspace.</p> <p>Prof. activates Ch.01 MyLab assignments (#4 to #8) in MyLab around 11:59 PM on 01/27/2026</p> <p>Prof. "...arranges assigned seating during the first class sessions."</p> |

BUS. 116: Introduction to Business

SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER

All assigned chapters are from the Ebert & Griffin textbook. Full Syllabus is at <http://faculty.buffalostate.edu/ahiarasc/bus116/bus116.pdf> **NOTE WELL:** Course grade-affecting point values are identified in red ink in col. C-4 in the Table below; the points will be earned only on assignments the student completed in the designated platform before or on the due dates stated here (i.e., in this syllabus). It is important to note this because the University compels/requires instructors to submit monthly reports on students' progress, and those reports are compiled by this instructor based on the facts on record by the report date; said facts are corroborated by the date-stamp objectively and independently generated by each platform (MyLab or Brightspace) whenever the student submitted course work at the platform.

| Sequence | Ebert & Griffin Textbook Chapter OR OTHER(including Learning Objectives) | Assignment or Activity "Open" Window (Please, Avoid Postponing to the Last minute!) C-3 | | Assignments or Activities Required to be Completed by the Student Strictly Within the "Open" Window Which closes on the Expiration Date | Where are the Assignments to be Completed? | Instructor's Activity |
|----------|---|---|---------------------------------------|--|--|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| 2 | PART 1: THE CONTEMPORARY BUSINESS WORLD Continue Ch.01: The U.S. Bus. Environment | Thurs Jan. 29 | Feb. 12 for #1 | #1) Ch.01 Quiz (Max. 3 Quiz Pts) Be sure to do all the assignments originating on Jan. 27, that you have not yet done. | | Defining Concept of Business: Narrow (ecosystem element within domestic boundaries) view Vs. a Larger (Socio-economic institution and beyond domestic borders) view. |
| 3 | | Tues. Feb. 03 | Feb. 03 Last day for ADD-Drop | Ch01: <u>IN-CLASS MINI SIM ON SUPPLY AND DEMAND</u> Special In-Class Student Engagement and/or Group Interaction Exercises? | In MyLab | The Role of Business writ large in our World: the apparent scheme of things and the place of business in it |
| 4 | Ch.04: Understanding the Global Context of Business Expected Learning Outcomes: Students who successfully complete this chapter should be able to: 4-1. Discuss the rise of international business and describe the major world marketplaces, trade agreements, and alliances. 4-2. Explain how differences in import-export balances, exchange rates, and foreign competition determine the ways in which countries and businesses respond to the international environment. | Thurs. Feb. 05 | Feb. 12 for #1 to 3 Feb. 13 for #4 | #1 Ch.04 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 04 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 04 Case Study Assign. 2 (Max. 1 Partic. Pt.) #4) Ch.04 Quiz (Max. 3 Quiz Pts) Ch04: <u>IN-CLASS MINI SIM ON GOING GLOBAL</u> In-Class E-Text Video(s) ? NOTE: Expired or Closed assignments will not be reopened henceforth for any student already on the course roster by (02/03/2026) | #1 to #4 are In MyLab In MyLab | Prof. activates Ch.04 MyLab assignments (#1 to #4 in MyLab around 11:59 PM on 02/05/2026. Prof. Posts Ch04 Lecture Notes in Brightspace. Takeaways from MINI SIM exercises? |

BUS. 116: Introduction to Business

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|----------|---|---|--|--|--|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| | 4-3. Discuss the factors involved in deciding to do business internationally and in selecting the appropriate levels of international involvement and international organizational structure. 4-4. Explain the role and importance of the cultural environment in international business. 4-5. Describe some of the ways in which economic, legal, and political differences among nations affect international business | | | | | |
| 5 | <p>Ch.02: Understanding Business Ethics and Social Responsibility</p> <p>Expected Learning Outcomes: Students who successfully complete this chapter should be able to:</p> <p>2-1. Explain how individuals develop their personal codes of ethics and why ethics are important in the workplace.</p> <p>2-2. Distinguish social responsibility from ethics, identify organizational stakeholders, and characterize social consciousness today.</p> <p>2-3. Show how the concept of social responsibility applies both to environmental issues and to a firm's relationships with customers, employees, and investors.</p> <p>2-4. Identify four general approaches to social</p> | Tues Feb. 10 | Feb. 16 for #1 to #3 Feb. 17 for #4 | <p>#1) Ch.02 Dynamic Study Module (Max. 1.50 DSM Pts)</p> <p>#2) Ch 02 Case Study Assign. 1 (Max. 1 Partic. Pt.)</p> <p>#3) Ch02 Case Study Assign. 2 (Max. 1 Partic. Pt)</p> <p>#4 Ch.02 Quiz (Max. 3 Quiz Pts)</p> <p>Ch02: IN-CLASS MINI SIM ON ETHICS AND SOCIAL RESPONSIBILITY</p> <p>In-Class E-Text Video(s) ?</p> <p>Special In-Class Student Engagement and/or Group Interaction Exercises?</p> | In MyLab In MyLab In MyLab In MyLab | Prof. Posts Ch02 Lecture Notes in Brightspace. Prof. also activates Ch.02 Assignments in MyLab around 11:59 PM on 02/10/2026. |

BUS. 116: Introduction to Business

SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER

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|----------|--|---|-----------------------------------|---|--|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| | responsibility and note the role of social responsibility in small business. 2-5. Explain the role of government in social responsibility in terms of how governments and businesses influence each other. 2-6. Discuss how businesses manage social responsibility in terms of both formal and informal dimensions and how organizations can evaluate their social responsibility. | | | | | |
| 6 | Ch.03: Entrepreneurship, New Ventures, and Business Ownership Expected Learning Outcomes: Students who successfully complete this chapter should be able to: 3-1. Define <i>small business</i> , discuss its importance to the U.S. economy, and explain popular areas of small business. 3-2. Explain entrepreneurship and describe some key characteristics of entrepreneurial personalities and activities. 3-3. Describe distinctive competence, the business plan and the start-up decisions made by small businesses and identify sources of financial aid available to such enterprises. 3-4. Discuss the trends in small business start-ups and identify the main reasons for success and failure among small businesses. | Thurs. Feb. 12 | Feb. 18 for #1 to #4 | #1) Ch.03 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 03 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 03 Case Study Assign. 2 (Max. 1 Partic. Pt) #4) Ch.03 Quiz (Max. 3 Quiz Pts) Ch03: IN-CLASS MINI SIM ON ENTREPRENEURSHIP Special In-Class Student Engagement and/or Group Interaction Exercises? | In MyLab In MyLab In MyLab In MyLab | Prof. Posts Ch03 Lecture Notes in Brightspace Prof. activates Ch.03 MyLab assignments (#1 to #4) in MyLab around 11:59 PM on 02/12/2026. Takeaways from MINI SIM exercises? |

BUS. 116: Introduction to Business**SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER**

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|----------|--|---|--------------------------------------|---|--|---|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| | 3-5. Explain sole proprietorships, partnerships, and cooperatives and discuss the advantages and disadvantages of each. 3-6. Describe corporations, discuss their advantages and disadvantages, and identify different kinds of corporations; explain the basic issues involved in managing a corporation and discuss special issues related to corporate ownership. | | | | | |
| 7 | PART 2: MANAGING THE BUSINESS Ch.05: Managing the Business Expected Learning Outcomes: Students who successfully complete this chapter should be able to: 5-1. Describe the nature of management and identify the four basic functions that constitute the management process. 5-2. Identify different types of managers likely to be found in an organization by level and area. 5-3. Describe the basic roles and skills required of managers. 5-4. Explain the importance of strategic management and effective goal setting in organizational success. 5-5. Discuss contingency planning and crisis management in today's business world. | Tues. Feb. 17 | Feb. 23 for #1 to #4 | #1) Ch.05 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 05 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 05 Case Study Assign. 2 (Max. 1 Partic. Pt.) #4) Ch.05Quiz (Max. 3 Quiz Pts) Ch05: IN-CLASS MINI SIM ON PLAN FOR BUSINESS SUCCESS | In MyLab In MyLab In MyLab In MyLab | Prof. Posts Ch05 Lecture Notes in Brightspace; Activates Ch 05 assignments in MyLab around 11:59 PM on 02/17/2026. Takeaways from MINI SIM exercise? |

BUS. 116: Introduction to Business**SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER**

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|----------|--|--|--|--|--|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| | 5-6. Describe the development and explain the importance of corporate culture. | | | | | |
| 8 | <p>Ch.06: Organizing the Business Expected Learning Outcomes: Students who successfully complete this chapter should be able to:</p> <p>6-1. Discuss the factors that influence a firm's organizational structure. 6-2. Explain specialization and departmentalization as two of the building blocks of organizational structure. 6-3. Describe centralization and decentralization, delegation, and authority as the key ingredients in establishing the decision-making hierarchy. 6-4. Explain the differences among functional, divisional, matrix, and international organizational structures and describe the most popular new forms of organizational design. 6-5. Describe the informal organization and discuss intrapreneuring</p> | Thurs. Feb. 19 | Feb. 25 for #1 to #3 Feb. 26 for #4 | <p>#1) Ch.06 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 06 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 06 Case Study Assign. 2 (Max. 1 Partic. Pt.) #4) Ch.06 Quiz (Max. 3 Quiz Pts)</p> <p>Ch06: IN-CLASS MINI SIM ON ORGANIZING THE BUSINESS</p> <p>In-Class E-Text Video(s) ?</p> <p>Special In-Class Student Engagement and/or Group Interaction Exercises?</p> | In MyLab In MyLab In MyLab In MyLab | Prof. Posts Ch06 Lecture Notes in Brightspace; Activates Ch 06 Assignments in MyLab around 11:59 PM on 02/19/2026. |
| 9 | <p>Ch.07: Operations Management and Quality Expected Learning Outcomes: Students who successfully complete this chapter should be able to:</p> <p>7-1. Explain the meaning of operations and discuss the growth in the services and goods sectors in the U.S. economy.</p> | Tues Feb 24 | Mar. 02 for #1 to #4 | <p>#1) Ch.07 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 07 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 07 Case Study Assign. 2 (Max. 1 Partic. Pt.) #4) Ch.07 Quiz (Max. 3 Quiz Pts)</p> <p>Ch07: IN-CLASS MINI SIM ON OPERATIONS MANAGEMENT AND QUALITY</p> | In MyLab In MyLab In MyLab In MyLab | Prof. Posts Ch07 Lecture Notes in Brightspace; Activates Ch 07 assignments in MyLab around 11:59 PM on 02/24/2026. |

BUS. 116: Introduction to Business**SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER**

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|----------|--|---|--------------------------------------|---|---|---|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| | <p>7-2. Identify the three kinds of utility created by operations and the characteristics that distinguish service operations from goods production.</p> <p>7-3. Explain how companies with different business strategies are best served by having different operations capabilities.</p> <p>7-4. Identify the major factors that are considered in operations planning.</p> <p>7-5. Discuss the information contained in four kinds of operations schedules—the master operations schedule, detailed schedule, staff schedule, and project schedule.</p> <p>7-6. Discuss the two key activities required for operations control.</p> <p>7-7. Identify the activities and underlying objectives involved in total quality management.</p> <p>7-8. Explain how a supply chain strategy differs from traditional strategies for coordinating operations among firms</p> | | | | | |
| 10 | <p>PART 3: PEOPLE IN ORGANIZATIONS</p> <p>Ch.08: Employee Behavior and Motivation</p> <p>Expected Learning Outcomes: Students who successfully complete this chapter should be able to:</p> <p>8-1. Identify and discuss the basic forms of behaviors that employees exhibit in organizations.</p> <p>8-2. Describe the nature and importance of individual differences among employees.</p> <p>8-3. Explain the meaning and importance of</p> | <p>Thurs.</p> <p>Feb. 26</p> | <p>Mar. 04</p> <p>for #1 to #4</p> | <p>#1) Ch.08 Dynamic Study Module (Max. 1.50 DSM Pts)</p> <p>#2) Ch 08 Case Study Assign. 1 (Max. 1 Partic. Pt.)</p> <p>#3) Ch 08 Case Study Assign. 2 (Max. 1 Partic. Pt.)</p> <p>#4) Ch.08 Quiz (Max. 3 Quiz Pts)</p> <p>Ch08: IN-CLASS MINI SIM ON MOTIVATION</p> <p>Special In-Class Student Engagement and/or Group Interaction Exercises?</p> | <p>In MyLab</p> <p>In MyLab</p> <p>In MyLab</p> <p>In MyLab</p> | <p>Prof. Posts Ch08 Lecture Notes in Brightspace;</p> <p>Activates Ch 08 assignments in MyLab around 11:59 PM on 02/26/2026.</p> |

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|----------|---|---|--------------------------------------|---|--|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| | psychological contracts and the person-job fit in the workplace. 8-4. Identify and summarize the most important models and concepts of employee motivation. 8-5. Describe some of the strategies and techniques used by organizations to improve employee motivation. | | | | | |
| 11 | Ch.09: Leadership and Decision Making Expected Learning Outcomes: Students who successfully complete this chapter should be able to: 9-1. Define <i>leadership</i> and distinguish it from management. 9-2. Summarize early approaches to the study of leadership. 9-3. Discuss the concept of situational approaches to leadership. 9-4. Describe transformational and charismatic perspectives on leadership. 9-5. Identify and discuss leadership substitutes and neutralizers. 9-6. Discuss leaders as coaches and examine gender and cross-cultural issues in leadership. 9-7. Describe strategic leadership, ethical leadership, and virtual leadership. 9-8. Relate leadership to decision making and discuss both rational and behavioral perspectives on decision making. | Tues. Mar. 03 | Mar. 09 for #1 - #4 | #1) Ch.09 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 9 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 9 Case Study Assign. 2 (Max. 1 Partic. Pt.) #4) Ch.09 Quiz (Max. 3 Quiz Pts) In-Class E-Text Video(s) ? Special In-Class Student Engagement and/or Group Interaction Exercises? | In MyLab In MyLab In MyLab In MyLab | Prof. Posts Ch09 Lecture Notes in Brightspace; Activates Ch 09 assignments in MyLab around 11:59 PM on 03/03/2026. Takeaways from MINI SIM exercise? |

BUS. 116: Introduction to Business

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|----------|---|---|---------------------------------------|--|--|---|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| 12 | <p>Ch.10: Human Resource Management and Labor Relations Expected Learning Outcomes: Students who successfully complete this chapter should be able to:</p> <p>10-1. Define <i>human resource management</i>, discuss its strategic significance, and explain how managers plan for their organization's human resource needs. 10-2. Discuss the legal context of human resource management and identify contemporary legal issues. 10-3. Identify the steps in staffing a company and discuss ways in which organizations recruit and select new employees. 10-4. Describe the main components of a compensation and benefits system. 10-5. Describe how managers develop the workforce in their organization through training and performance appraisal. 10-6. Discuss workforce diversity, the management of knowledge workers, and the use of a contingent workforce as important changes in the contemporary workplace. 10-7. Explain why workers organize into labor unions and describe the collective bargaining process.</p> | Thurs. Mar. 05 | Mar. 11 for #1-#3. Mar. 12 for #4. | <p>#1) Ch.10 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 10 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 10 Case Study Assign. 2 (Max. 1 Partic. Pt) #4) Ch. 10 Quiz (Max. 3 Quiz Pts)</p> <p>Ch10: IN-CLASS MINI SIM ON HUMAN RESOURCE MANAGEMENT</p> <p>Special In-Class Student Engagement and/or Group Interaction Exercises?</p> | In MyLab In MyLab In MyLab In MyLab | Prof. Posts Ch10 Lecture Notes in Brightspace; Activates Ch 10 assignments in MyLab around 11:59 PM on 03/05/2026 |

BUS. 116: Introduction to Business

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|----------|--|--|---------------------------------------|---|--|-------------------------------------|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| 13 | | Tues. Mar. 10 | Tues. Mar. 10 | Catch-Up Session or Group Activity In-Class E-Text Video(s) ? | | |
| 14 | | Thurs. Mar. 12 | Tues. Mar. 12 Midterm Exam. | EXAM NO.1 ON (Chapters 01-09) FOR (CRN 2278) AND (CRN 1532). FOR (CRN 2278) IN MyLab using reserved University Computers & STARTING 09:25 AM and lasting for 120 minutes. You must finish once you start the exam. AND FOR (CRN 1532) IN MyLab using reserved University Computers & STARTING 10:50 AM and lasting for 120 minutes. You must finish once you start the exam. There is no "Pause" function on Exam. Since a University computer is reserved/provided for you to take this exam in this course's class period and room, if you elect or choose to take the exam outside the reserved room or class session, using your own technology, you'll solely be responsible for the functionality of that technology. Your computer issues (e.g., crashes, Wi-Fi and power outages) will not be accepted as excuses for your not completing the exam | In MyLab | Prof. activates Exam. No.1 in MyLab |

BUS. 116: Introduction to Business

SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER

All assigned chapters are from the Ebert & Griffin textbook. Full Syllabus is at <http://faculty.buffalostate.edu/ahiarasc/bus116/bus116.pdf> **NOTE WELL:** Course grade-affecting point values are identified in red ink in col. C-4 in the Table below; the points will be earned only on assignments the student completed in the designated platform before or on the due dates stated here (i.e., in this syllabus). It is important to note this because the University compels/requires instructors to submit monthly reports on students' progress, and those reports are compiled by this instructor based on the facts on record by the report date; said facts are corroborated by the date-stamp objectively and independently generated by each platform (MyLab or Brightspace) whenever the student submitted course work at the platform.

| Sequence | Ebert & Griffin Textbook Chapter OR OTHER(including Learning Objectives) | Assignment or Activity "Open" Window (Please, Avoid Postponing to the Last minute!) C-3 | | Assignments or Activities Required to be Completed by the Student Strictly Within the "Open" Window Which closes on the Expiration Date | Where are the Assignments to be Completed? | Instructor's Activity |
|----------|--|---|--------------------------------------|---|--|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| 15 | <p>PART 4: PRINCIPLES OF MARKETING: BUILDING RELATIONSHIPS WITH CUSTOMERS FOR COMPETITIVE ADVANTAGE (Sess.15 to 17)</p> <p>Ch.11: Marketing Processes and Consumer Behavior</p> <p>Expected Learning Outcomes: Students who successfully complete this chapter should be able to:</p> <p>11-1. Explain the concept of marketing and identify the five forces that constitute the external marketing environment.</p> <p>11-2. Explain the purpose of a marketing plan and identify its main components.</p> <p>11-3. Explain market segmentation and how it is used in target marketing.</p> <p>11-4. Discuss the purpose of marketing research and compare the four marketing research methods.</p> <p>11-5. Describe the consumer buying process and the key factors that influence that process.</p> <p>11-6. Discuss the four categories of organizational markets and the characteristics of business-to-business (B2B) buying behavior.</p> <p>11-7. Discuss the marketing mix as it applies to small business.</p> | Tues. Mar. 17 | Mar.23 for #1 to #4 | <p>1) Ch.11 Dynamic Study Module (Max. 1.50 DSM Pts)</p> <p>#2) Ch 11 Case Study Assign. 1 (Max. 1 Partic. Pt.)</p> <p>#3) Ch 11 Case Study Assign. 2 (Max. 1 Partic. Pt)</p> <p>#4) Ch.11 Quiz (Max. 3 Quiz Pts)</p> <p>Ch11: IN-CLASS MINI SIM ON MARKETING PROCESSES AND CONSUMER BEHAVIOR</p> <p>In-Class E-Text Video(s) ?</p> | In MyLab In MyLab In MyLab In MyLab | <p><u>PROGRESS REPORT ISSUED 03/17/2026 TO STUDENTS IN CLASS</u></p> <p>Prof. Posts Ch11 Lecture Notes in Brightspace; Activates Ch 11 assignments in MyLab around 11:59 PM on 03/17/2026.</p> <p>Takeaways from MINI SIM exercise?</p> |

BUS. 116: Introduction to Business

SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER

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|----------|---|---|--------------------------------------|--|--|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| 16 | <p>Ch.12: Developing and Pricing Products: Students who successfully complete this chapter should be able to:</p> <p>12-1. Explain the definition of a product as a value package and classify goods and services. 12-2. Describe the new product development process. 12-3. Describe the stages of the product life cycle (PLC) and methods for extending a product's life. 12-4. Identify the various pricing objectives that govern pricing decisions and describe the price-setting tools used in making these decisions. 12-5. Discuss pricing strategies that can be used for different competitive situations and identify the pricing tactics that can be used for setting prices.</p> | <p>Thurs. Mar. 19</p> | <p>Mar. 31 for #1-#4.</p> | <p>#1) Ch.12 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 12 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 12 Case Study Assign. 2 (Max. 1 Partic. Pt.) #4) Ch.12 Quiz (Max. 3 Quiz Pts)</p> <p>Ch12: IN-CLASS MINI SIM ON PRICING STRATEGIES AND OBJECTIVES</p> | <p>In MyLab In MyLab In MyLab In MyLab</p> | <p>Prof. Posts Ch12 Lecture Notes in Brightspace; Activates Ch 12 assignments in MyLab</p> <p>around 11:59 PM on 03/19/2026</p> <p>Takeaways from MINI SIM exercise?</p> |
| 17 | <p>Ch.13: Distributing and Promoting Products: Expected Learning Outcomes: Students who successfully complete this chapter should be able to:</p> <p>13-1. Explain the meaning of <i>distribution mix</i> and identify the different channels of distribution. 13-2. Describe the role of wholesalers and the functions performed by e-intermediaries. 13-3. Describe the different types of retailing and explain how online retailers add value for consumers on the Internet. 13-4. Define <i>physical distribution</i> and describe the major</p> | <p>Tues. Mar.31</p> | <p>Apr. 06 for #1-#4.</p> | <p>#1) Ch.13 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 13 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 13 Case Study Assign. 2 (Max. 1 Partic. Pt.) #4) Ch.13 Quiz (Max. 3 Quiz Pts)</p> <p>Ch13: IN-CLASS MINI SIM ON PROMOTING PRODUCTS</p> <p>Special In-Class Student Engagement and/or Group Interaction Exercises?</p> | <p>In MyLab In MyLab In MyLab In MyLab</p> | <p>Prof. Posts Ch13 Lecture Notes in Brightspace and Activates Ch 13 assignments in MyLab around 11:59 PM on 03/31/2026.</p> <p>Reinforcement Presentations on Marketing and Marketing Strategies</p> <p>Takeaways from</p> |

BUS. 116: Introduction to Business

SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER

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| Sequence | Ebert & Griffin Textbook Chapter OR OTHER(including Learning Objectives) | Assignment or Activity "Open" Window <i>(Please, Avoid Postponing to the Last minute!)</i> C-3 | | Assignments or Activities Required to be Completed by the Student Strictly Within the "Open" Window Which closes on the Expiration Date | Where are the Assignments to be Completed? | Instructor's Activity |
|----------|---|---|---------------------------------------|--|--|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| | activities in the physical distribution process. 13-5. Identify the objectives of promotion and the considerations in selecting a promotional mix, and discuss the various kinds of advertising promotions. 13-6. Outline the tasks involved in personal selling and describe the various types of sales promotions. | | | | | MINI SIM exercises? |
| 18 | PART 5: MANAGING INFORMATION FOR BETTER BUSINESS DECISIONS Ch.14: Information Technology (IT) for Business: Expected Learning Outcomes: Students who successfully complete this chapter should be able to: 14-1. Discuss the impacts information technology is having on the business world. 14-2. Identify the IT resources businesses have at their disposal and how these resources are used. 14-3. Describe the role of information systems, the different types of information systems, and how businesses use such systems. 14-4. Identify the threats and risks information technology poses on businesses. 14-5. Describe the ways in which businesses protect themselves from the threats and risks information technology poses. | Thurs. Apr. 02 | Apr. 08 for #1-#3. Apr. 09 for #4. | #1) Ch.14 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 14 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 14 Case Study Assign. 2 (Max. 1 Partic. Pt) #4) Ch.14 Quiz (Max. 3 Quiz Pts) Special In-Class Student Engagement and/or Group Interaction Exercises? | In MyLab In MyLab In MyLab In MyLab | Prof. Posts Ch14 Lecture Notes in Brightspace and Activates Ch 14 assignments in MyLab around 11:59 PM on 04/02/2026. |

BUS. 116: Introduction to Business
SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER

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|----------|---|--|--------------------------------------|--|--|---|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| 19 | | Tues. Apr. 07 | Apr. 13 | Ch14: IN-CLASS MINI SIM ON INFORMATION TECHNOLOGY Special In-Class Student Engagement and/or Group Interaction Exercises? Be sure to Do the assignments originating on April 2, 2026, that you have not yet done | | |
| 20 | PART 6: THE FINANCIAL SYSTEM AND ISSUES IN FINANCIAL MANAGEMENT Ch.15: The Role of Accountants and Accounting Information Expected Learning Outcomes: Students who successfully complete this chapter should be able to: 15-1. Explain the role of accountants and distinguish between the kinds of work done by public accountants, private accountants, management accountants, and forensic accountants. 15-2. Explain how the accounting equation is used. 15-3. Describe the three basic financial statements and show how they reflect the activity and financial condition of a business. 15-4. Explain the key standards and principles for reporting financial statements. | Thurs. Apr. 09 | Apr. 15 for #1 to #4 | #1) Ch.15 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 15 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 15 Case Study Assign. 2 (Max. 1 Partic. Pt.) #4) Ch.15 Quiz (Max. 3 Quiz Pts) In-Class E-Text Video(s) ? | In MyLab In MyLab In MyLab In MyLab | Prof. Posts Ch15 Lecture Notes in Brightspace and Activates Ch 15 assignments in MyLab around 11:59 PM on 04/09/2026. Reinforcement Presentations on Accounting and Accounting Information |

BUS. 116: Introduction to Business

SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER

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|----------|--|--|--------------------------------------|--|--|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| | 15-5. Describe how computing financial ratios can help users get more information from financial statements to determine the financial strengths of a business. 15-6. Discuss the role of ethics in accounting. 15-7. Describe the purpose of the International Accounting Standards Board and explain why it exists.. | | | | | |
| 21 | | Tues. Apr. 14 | Apr. 20 | Ch15: IN-CLASS MINI SIM ON ACCOUNTING AND ACCOUNTING INFORMATION In-Class E-Text Video(s) ? Be sure to Do the assignments originating on Apr, 09, 2026, that you have not yet done | | |
| 22 | Ch.16: Understanding Money and the Role of Banking Expected Learning Outcomes: Students who successfully complete this chapter should be able to: 16-1. Define <i>money</i> and identify the different forms that it takes in the nation's money supply. 16-2. Describe the different kinds of financial institutions that compose the U.S. financial system and explain the services they offer. 16-3. Explain how financial institutions create money and describe the means by which they are regulated. 16-4. Discuss the functions of the Federal Reserve System and describe the tools that it uses to control | Thurs. Apr. 16 | Apr. 22 for #1-#4 | #1) Ch.16 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 16 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 16 Case Study Assign. 2 (Max. 1 Partic. Pt) #4) Ch.16 Quiz (Max. 3 Quiz Pts) In-Class E-Text Video(s) ? Special In-Class Student Engagement and/or Group Interaction Exercises? | In MyLab In MyLab In MyLab In MyLab | Prof. Posts Ch16 Lecture Notes in Brightspace and Activates Ch 16 assignments in MyLab around 11:59 PM on 04/16/2026 |

BUS. 116: Introduction to Business

SCHEDULE OF CLASS ACTIVITIES FOR THE SPRING 2026 SEMESTER

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| Sequence | Ebert & Griffin Textbook Chapter OR OTHER(including Learning Objectives) | Assignment or Activity "Open" Window (Please, Avoid Postponing to the Last minute!) C-3 | | Assignments or Activities Required to be Completed by the Student Strictly Within the "Open" Window Which closes on the Expiration Date | Where are the Assignments to be Completed? | Instructor's Activity |
|----------|---|---|--|---|--|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| | the money supply. 16-5. Identify three important ways in which the money and banking system is changing. 16-6. Discuss some of the institutions and activities in international banking and finance. | | | | | |
| 23 | | Tues. Apr. 21 | Apr. 27 | Special In-Class Student Engagement and/or Group Interaction Exercises? In-Class E-Text Video(s) ? Be sure to Do the assignments originating on Apr. 16, 2026, that you have not yet done | | |
| 24 | Ch.17:Managing Business Finances Expected Learning Outcomes: Students who successfully complete this chapter should be able to: 17-1. Explain the concept of the time value of money and the principle of compound growth, and discuss the characteristics of common stock. 17-2. Identify reasons for investing and the investment opportunities offered by mutual funds and exchange-traded funds. 17-3. Describe the role of securities markets and identify the major stock exchanges and stock markets. 17-4. Describe the risk-return relationship and discuss the use of diversification and asset allocation for investments. 17-5. Describe the various ways that firms raise capital and identify the pros and cons of each method. 17-6. Identify the reasons a company might make an initial public offering of its stock, explain how stock value is determined, and discuss the significance of | Thurs. Apr. 23 | Apr. 29 for #1-#3. Apr. 30 for #4 | #1) Ch.17 Dynamic Study Module (Max. 1.50 DSM Pts) #2) Ch 17 Case Study Assign. 1 (Max. 1 Partic. Pt.) #3) Ch 17 Case Study Assign. 2 (Max. 1 Partic. Pt) #4) Ch.17 Quiz (Max. 3 Quiz Pts) In-Class E-Text Video(s) ? | In MyLab In MyLab In MyLab In MyLab | Prof. Posts Ch17 Lecture Notes in Brightspace and Activates Ch 17 assignments in MyLab around 11:59 PM on 04/23/2026 Reinforcement Presentations on The Role of Money and Bank/Banking in Business Takeaways from MINI SIM exercise? |

BUS. 116: Introduction to Business

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|----------|--|--|--------------------------------------|--|--|--|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| | market capitalization. 17-7. Explain how securities markets are regulated | | | | | |
| 25 | | Tues. Apr. 28 | Apr. 28 | Special In-Class Student Engagement and/or Group Interaction Exercises? Ch17: IN-CLASS MINI SIM ON MANAGING BUSINESS FINANCES Be sure to Do Ch.17 assignments originating on 04/23/2026, that you have not yet done. | In MyLab | |
| 26 | | Thurs. Apr. 30 | Apr. 30 | Catch-Up Session if necessary In-Class E-Text Video(s) ? Special In-Class Student Engagement and/or Group Interaction Exercises? | In MyLab | |
| 27 | | Tues. May 05 | Tues. May 05 | Mid-term Exam Make-Up: Password-protected. IN MyLab using reserved University Computers & only in the classroom during the class period. Duration or Time allowed: 120 minutes Must complete the make-up exam once started | In MyLab | Prof. activates Mid-term Make-up in MyLab |
| 28 | Last day of regular classes | Thurs May 07 | Thurs May 07 | Special Consid. Exercises for HW Make-up, Extra Credit or Bonus | In MyLab | Prof. activates Sp. Cons. Exercises in MyLab |
| 29 | | Tues. May 12 | Tues. May 12 | EXAM. NO.2 (FINAL) ON PARTS 4 – | | Prof. activates Exam. No.2 in MyLab |

BUS. 116: Introduction to Business

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|----------|--|---|-----------------------------------|--|--|-----------------------|
| | | Start Date C-3(A) | Expiration or Closing Date C-3(B) | | | |
| C-1 | C-2 | | | C-4 | C-5 | C-6 |
| | | | | <p>6 (Chapters 10-17) FOR (CRN 2278) & (CRN 1532).</p> <p>FOR (CRN 2278): IN MyLab using reserved University Computers & STARTING 09:25 AM and lasting for 120 minutes, AND FOR (CRN 1532): IN MyLab using reserved University Computers & STARTING 10:50 AM and lasting for 120 minutes</p> <p>Since a university computer is reserved/provided for you to take this exam in this course's class period and room, if you elect or choose to take the exam outside the reserved room or class session, using your own technology, you'll solely be responsible for the functionality of that technology. Your computer issues (e.g., crashes, Wi-Fi and power outages) will not be accepted as excuses for your not completing the exam. There is no "Pause" function on Exam; You must finish once you start the exam.</p> | In MyLab | |

Last Day for ADD-DROP...Feb. 03, 2026. Late online registration ends... Feb. 12, 2026. Midterm Progress Report...Mar. 09 to Mar. 20, 2026.
 Last Day to Withdraw or apply for Pass/Fail...May. 01, 2026. Course Final Grade Report...May 11 to May 20, 2026.

¹ Certified Public Accountant (non practicing)

² Chartered Global Management Accountant (non practicing)

³ See <https://dailybulletinarchive.buffalostate.edu/provost/new-instructional-modality-definitions-all-courses/>

⁴ See <https://dailybulletin.buffalostate.edu/provost-and-vice-president-academic-affairs/reminder-important-academic-policies-deadlines-0?month=2021-03&var=2021-03-15> Provost's discussion of Important Academic Policies, Deadlines

<http://dailybulletin.buffalostate.edu/?var=2021-03-15&month=2021-03>

⁵ In an announcement by SUNY-Buffalo State's provost, titled "New Instructional Modality Definitions for All Courses," and dated Monday, February 29, 2016, in a "traditional" course, "all course activity (is) organized around scheduled class meetings, which may be complemented with web-enhanced online course activity." See <https://dailybulletinarchive.buffalostate.edu/provost/new-instructional-modality-definitions-all-courses/> -<http://bscintra.buffalostate.edu/dops/policysect1/011600.pdf>



6

⁷ Why do I use Dynamic Study Modules (DSMs)? I use the DSMs because according to Pearson Publishing, Inc.: "Research from cognitive psychology, neurobiology and game studies make Dynamic Study Modules provably more effective than rote learning. In research studies, students mastered more than 95% of subject matter, spent 50-75% less time studying, got 41% more A's and B's, and increased pass rates by 47%. Dynamic Study Modules contain about 25 questions and take an average of 30 minutes to complete. Students answer multiple-choice questions in sets of 8. By focusing on only a few questions at once, they stay engaged. They double-click if they're sure of an answer, single-click or give two answers if they're unsure, or say they don't know yet. • If they answer a question correctly the first time, they don't see it again. • When they answer incorrectly, they have to give the right answer twice again. After each set of questions, students review material they didn't know or got incorrect. By focusing on what they don't know, they learn efficiently. They get credit for their correct answers as soon as they review the material. Reviewing material is part of the process of getting credit. In later sets, they're retested on material they didn't know as well as new material. Retesting confirms they understand the material and earns more credit. When they've mastered all the questions, they're done. How many question sets a student sees depends on how quickly they get each question correct. Wrong answers never count, so students always have the potential of getting 100%. They lose credit only for not finishing a set or finishing after the due date. ...If they've finished only part, they have until the due date to finish the rest. Dynamic Study Modules are available on computer and smartphone.

Assign Dynamic Study Modules

- Before class to prepare students ...
- With homework to teach concepts adaptively
- Before quizzes and tests to reinforce key concepts" Source: (see: https://www.masteringsupport.com/videos/amplifire/whyuse_dsms_students/whyuse_dsms_students.html).

⁸ This instructor's experience is that the make-up route to dealing with tardiness has become too unwieldy, extremely time consuming and stressful to navigate, not to mention issues of fairness. When several students need to make up different assignments during a course in which some homework is assigned every week, either answers to the assignments or scores received in them cannot be divulged at all since that gives those making it up an undue advantage, and thus inadvertently rewards and promotes tardiness. Alternatively, the instructor becomes overwhelmed with designing and managing alternative assignments, and/or becomes ensnared endlessly responding to (1) questions of their comparability with the original counterparts, or (2) accusations that the make-ups are, patently, unfair to one group of students or another. Make-ups seem to have become the proverbial "ill-wind that blows nobody any good;" it seems to benefit only non-conformity.

⁹ See <https://bscintra.buffalostate.edu/dops/policysect8/080400.pdf>