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Business Literature: A Cross-Disciplinary Approach to Marketing Education

Nancy L. Bush

Wingate University

ABSTRACT

This paper looks at a course for marketing majors developed to examine literature in several areas of the business disciplines that are relevant to marketing professionals-to-be. The Association to Advance Collegiate Schools of Business (AACSB) and potential employers have increasingly suggested that the integration of learning rather than functional silo-oriented learning is the preferred andragogy for business schools, providing students with soft skills as well as technical expertise that are needed for the contemporary employment environment. In examining the then existing traditional General Education Requirements (GER) for Wingate University, the faculty assembly considered ways to increase such cross disciplinary integration. As a result of these deliberations, a new Core Curriculum was instituted to replace the GER. Included in this revision was a decision to allow a literature requirement to be filled through courses offered outside the traditional English Department silo.

In response to the move toward an integrative andragogy, the School of Business proposed a Special Topics class taught by marketing faculty in business literature. Offered as an upper division marketing elective, the course attempts to introduce the students to a wide range of business topics and business environments, the expectation was three-fold. First, the intent was that the students will be able to apply their course work from marketing and other business areas to non-traditional 'case studies', both real and fictional. Secondly, the expectation was that students would begin to integrate rather than silo knowledge in a meaningful manner. The third thrust was to incorporate and expand the process of writing and reading beyond the classical freshman English course. In examining business literature for semantics, style and syntax and examining 'traditional' literature that makes use of business concepts to further a story line, the students were expected to improve the placement of business activities and concepts into a conceptual framework, improve their ability to interpret activities within chaotic environments in a meaningful manner, and improve the written and oral communications skills of students thereby enabling them to better express themselves in an integrated work environment.

ABOUT THE AUTHOR

Nancy Bush is an Assistant Professor of Marketing and International Business at Wingate University in NC. After working in private industry, mainly for Japanese companies, she returned to academia where she earned a Doctor of Business Administration from United States International University in International Business with a Specialization in Marketing.

INTRODUCTION

The disciplines of business have been a part of the academic community in the US since the mid 1800s and have influenced the world of the humanities for many more generations. At the baccalaureate and graduate levels business schools have been active in the US academic world since 1898 when the University of Chicago began offering degrees in management. Despite the longevity of the discipline, there is a collective amnesia or sense of inferiority about the historical foundations and value of the subjects offered in business schools, and worldwide since Aula do Comércio in Lisbon specialized in teaching commerce in the mid 1700s. Over the past 110 years, a significant number of essays, academic articles and books have been written on business topics by both academics and practitioners. Additionally, theory and practice in business areas have provided foundational material, scenes, imagery, and action for many non-business related examples of fiction and non-fiction. *Canterbury Tales* in 1387, *The Prince* in 1532, *Merchant of Venice* in 1623, as well as children's classics such as the *Harry Potter* series in 1971 and *The Lorax* are only a few of the many examples of incorporation of business themes into literature to further the plot and character development of the books. Yet, business as a theme or contributor to literature is not a dominant or subordinate theme in most business educations.

During the restructuring of the undergraduate core curriculum at Wingate University, the silo-ing of topic areas was a major concern. While Wingate, like many colleges and universities, propounds the concept of writing across the curriculum, there had been little coordinated effort to create a holistic approach to education in which topics from other disciplines were integrated within major areas. In response to this discussion, the idea of a course in literature outside of the traditional English department was considered, and eventually approved by the faculty. In considering how to integrate the fields of literature into the marketing curriculum, a course was developed that is being taught in Spring 2010 for the first time. Dr. Robert Brawer, a PhD in English Literature and author of the *Fictions of Business*, has taught a similar cross-disciplinary course in Business Literature at the NYU Stern School (Graduate). His book forms the platform upon which this course is built.

LITERATURE REVIEW

In proposing an innovative course that integrated disciplines from within and outside the School of Business, some degree of resistance was expected based upon Thompson and Purdy (2009). Resistance anticipated included questions as to the applicability of the texts chosen to both business and literature disciplines, and the qualifications of faculty to teach literature in the School of Business or business in the traditional literature program. However, the Management Education Task Force (2002) stated that innovation in business education needs to occur to remain relevant, and Ducoffe, Trombly and Tucker (2006) suggest that an interdisciplinary, integrative and holistic approach is needed, while Huber and Hutchings (2004) suggest that such an approach has been absent in many business schools. Athavale, Davis, and Myring (2008) examined the perception of deans of Association to Advance Collegiate Schools of Business (AACSB) schools about

the value of and approaches to integrated business curricula. An integrated curriculum is described as a “broad-based, multidisciplinary” (p. 295) approach to business and learning. Among the models of course integration cited by surveyed deans include the more traditional modalities such as case studies, capstone classes, and introduction to business courses. However, in addition to those classes, respondents described “development of nontraditional multi-disciplinary courses,” and “individual faculty members teaching diverse disciplines.” (p. 298)

Studies have shown (Abraham & Karns, 2009; Porter & McKibbin, 1988; Minzberg, 2004) that there has been a disconnect between the perceived value of competencies to business between schools and businesses. Abraham and Karns (2009) developed a list of competencies that schools and business felt were important, and compared the two lists. The areas that businesses deemed important that were found to be under emphasized in undergraduate business schools were mainly in the soft business areas including having a customer focus; interpersonal skills; being purposeful, flexible and adaptive; being a staff developer; being results oriented, being quality focused; being a good time manager; being imaginative; and being a risk taker. Differences were again found between business and academic were predominantly in the soft or people oriented areas including the degree to which a school stated it felt the descriptor was important and the degree to which the schools’ curricula emphasized the skill. These differences included and under emphasis on communications skills; customer focus; interpersonal skills; being purposeful, flexible and adaptive; being a staff developer; being results oriented; leadership skills; being a hard worker; being quality focused; being a time manager; having professional dress; being imaginative and being a risk taker. An over emphasis, in relation to stated importance, in curricula was technical expertise, and no significant difference was found between rated importance and curricular emphasis in the areas of business expertise, foreign experience and language skills, team work, and problem solving.

Chia and Holt (2008) posit that knowledge-by-representation has usurped business education, effectively eliminating actual business activities and setting from the teaching modalities. The authors define knowledge-by-representation as the belief that “management theories, concepts and ideas” “represent accurately and comprehensively” the modern business environment (p. 472). On the contrary, the authors argue, the creative, soft skills, and imagination are vital to the true education of managerial skills in all fields of business. Further, they argue, that the limiting of education in business programs to knowledge-by-representation causes students to be unaware of how to operate in a basically untidy environment of conflicting demands. Interestingly the authors make a case for the expansion of business education beyond the knowledge-by-representation in the citations which they use to bolster their argument. Homer’s *Iliad*, Aristotle’s *Rhetoric*, and Detienne and Vernant’s *Cunning intelligence in Greek culture and society* are among the ‘not business’ books the authors use to develop their concept of knowledge-by-exemplification which they define as an in-situ way of behaving and managing and transmission of the soft skills and me-skills that Abraham and Karns (2009) endorse as demanded by business and as lacking in business schools and programs.

In concord with Chia and Holt (2008), Madansky (2008) proposes that in moving to a case based learning model in business schools, academics have fallen prey to the preference in learning styles of inductive learning using example rather than deductive learning by application of general principles, and a preference for reasoning by concrete examples over learning by inference to more fluid occurrences that require application of new thinking every time.

In his book *Managers, not MBAs*, Minzberg (2004) argues that the traditional silo style academic approach to management education creates functional specialists rather than the professional managers needed by business. In part, at least, the education of the manager must be in concert with the mission, goals and objects of the university in which the program is housed. (Rubin & Dierdorff, 2009). McCabe and Grant (2007) propose a deliberate integration of humanities into business education in general and marketing education in particular to create opportunities for learning. The authors, teaching at Suffolk University, participated in a revision of the curriculum to include creating linkages between and among the courses taken in all areas of the marketing curriculum within a liberal arts context. Specifically, the Suffolk faculty chose to create a new course in 'Origins of Global Markets' merging history class and marketing into a composite class. Additionally, Paul Brown (2002) asserts that modern business places value on having a broad business knowledge and background rather than on narrowly focused toolboxes. Brown singles out the NYU Stern School emphasis on humanistic and critical thinking skills within a broad liberal arts education as beneficial to the development of long term managerial professionals.

DISCUSSION

This course examines literature in several areas of the business disciplines that are relevant to marketing professionals-to-be as well as literature of a mass consumption focus. By introducing the students to a wide range of business topics in factual and fictional environments, the expectation was two-fold. First, the intent was that the students would be able to apply their course work from marketing and other business areas to non-traditional 'case studies', both real and fictional. Secondly, the expectation was that students would begin to integrate instead of silo knowledge in a meaningful manner. In examining business literature for semantics, style and syntax and examining 'traditional' literature that makes use of business concepts to further a story line the students are expected to improve the placement of business activities and concepts into a conceptual framework that will better prepare students for living and working in an integrated work environment. The placement of business in a daily living context is intended to affirm the concept that business's focus is in the world not just on the world.

In the preliminary evaluation of texts for this course, a decision was made to attempt to address the issues raised in the business education literature regarding holistic, humanistic and integrative thinking skills that organizations hiring college business graduates have emphasized. In addition, the soft areas of business including the communications skills, interpersonal relations, and me-skills such as dress, work ethics, leadership and time management, were determined to be areas to be explored.

Developing a traditional case study approach to incorporate these diverse issues proved problematic, as the cases available traditionally silo specific skills and often emphasize the technical and managerial expertise skills that the schools were already addressing. Additionally, as described by Mandasky (2008), most of the available case studies were aimed at inductive learning rather than reasoned application of concepts to new experiences. In reaching out to both fictional and non-fictional literature, the course was able to draw upon concepts, events and thinking that evolved from areas not limited by being 'business' publications. Real life, as students are wont to describe the world outside of academics, is not pristine, it is not isolated from history or culture, and it is not happening in a vacuum of 'what if'. By examining books that are set in an active, dirty, chaotic environment the students were presented with the opportunity to look at multiple sides to a story, to look at personalities not just facts, and to look at multiple culturally and ethically dissimilar responses to the same issues resulting from working in the diverse marketplace of the 21st century.

When the course was proposed, the faculty qualification issue was a consideration. Indeed, several members of the faculty stated that they would not even try to teach this class, although they would be interested in taking the course. Both members of the marketing faculty have baccalaureate degrees in literature, and limited graduate classes in literature. Additionally, both members of the faculty have masters and doctoral degrees in business which were earned during a time when they were actively working in the corporate arena. Given the integration of the literature focus and the business experience and education, the qualification question was muted if not resolved.

An additional issue raised by a member of the business faculty was the predicted resistance to having a literature course being taught outside the English department. The inclusion of Shakespeare's *Merchant of Venice* was a logical step, especially given one English faculty's comment during the discussion of the GER revision that he "would hate to have a student graduate from college never having experienced any Shakespeare." (Faculty Assembly, Fall 2008).

CONCLUSION

As this course is being offered for the first time in Spring 2010, it is unlikely that many meaningful conclusions can be drawn that would not be subject to review, revision, and even repeal. That being said, some observations can already be made.

First, in searching for the appropriate titles to be included in this course, the faculty of the business school was asked for input from each of their areas of specialization and interest from both the fiction and non-fiction arenas. The wealth of riches generated quickly necessitated a paring down of materials from well over 200 books, plays, articles and essays to create a cohesive and workable load for an upper division marketing undergraduate student. The final choices were made, keeping in mind the marketing focus of the students, with an eye to cultural, ethical and political realities that are faced by marketers on a daily basis. This selection process is seen as effective, not just for

marketing majors, but for people with any other business major in creating a 'bird's eye view' of how business related disciplines interact in a holistic manner.

In addition to the reading assignments, emphasizing the ability to write, analyze and present business issues in a professional manner were deemed critical and the housing of writing in the traditional English department, or even within courses in schools touting 'writing around the curriculum' have not necessarily been effective in meeting feedback from the School of Business' professional partners and advisory boards who expressed concern about the level of communications abilities by graduates. The incorporation of a significant number of analytical writing exercises, therefore, was made a part of the curriculum. These assignments were created with the intent of both making the students practice professional level research skills and evaluation and interpretation of theory into applications in a working environment. By requiring the students to then present their final projects in a professional manner it is expected that the student will enhance his or her ability to defend a position in the face of an audience that may know little or nothing about the particular materials in a manner that makes the material both interesting and understandable.

Another conclusion which appears to be likely to stand up to the test of time is that the silo of literature is only Chaucer or Shakespeare, or always housed in the English department, and that business is in the silo of the school of business, management, marketing, etc. has at least at Wingate University, developed a serious crack. How wide the crack will eventually prove to be remains to be seen. The size of the crack may be reflected in the enrollment numbers. Prior to registration for this elective class, dire predictions were made of a zero, or near zero, enrollment. Predictions of 'only' marketing majors taking the course, it was accepted as a marketing elective, were put forth. Neither prediction proved to be the case. The enrollment in the class, almost exclusively juniors and seniors, comprises students from marketing, management, finance and biology. The class enrollment is about the same as any upper division marketing class.

Finally, the concept of 'case study' has been expanded beyond looking at a specific company at a single point in time. The use of books as old as 2500 years has challenged students to take a more longitudinal viewpoint of business. The use of children's literature such as Dr. Seuss' *The Lorax* has helped students see business as an integral part of their daily lives. It has encouraged students to look at fiction as a metaphor for reality and cultures as ongoing impacts on business at a time when few businesses are solely domestic and managers are solely business people. The class has forced students to look at the past as a precursor to today's business environment, after all was the *Merchant of Venice* that different from some of the business people of today?

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Appendix

Required Reading:

- *Fictions of Business: Insights on Management from Great Literature* by Robert A. Brawer (book)
- *Merchant of Venice* by William Shakespeare (book)
- *Ben & Jerry's Double-Dip* by Ben Cohen and Jerry Greenfield (book)
- *Freakonomics*, by Steven D. Levitt and Stephen J. Dubner (book)
- *Confucius Lives Next Door* by T.R. Reid (book)
- *The Art of War* by Sun Tzu (book)
- *Barbarians at the Gate* by Burrough and Heylar (book)
- *The Autobiography of Andrew Carnegie and The Gospel of Wealth* by Andrew Carnegie and Gordon Hutner (book)

Course Learning Objectives: Upon successful completion of this course, the student will be able to:

- Identify and evaluate the literature, people and events that have substantially influenced the progress of the various business disciplines in the US and internationally
- Identify and evaluate the reasons some literature of business has become seminal in nature
- Evaluate non-business books with insights applicable in the business world
- Analyze how the use of words, constructs and images make some literature in business fields more likely to become critically acceptable to reviewers in both the academic and mass consumption markets
- Identify potential sources of business literature that may help shape the future

Requirements:

Midterm: 200 points: Essay

Final: 200 points: Essay (comprehensive)

Homework: 300 points. Short (5 pages) critical analyses of books examined will be due as assigned below. Each paper is worth 30 points. Students are **REQUIRED** to go to the Writing Center for each paper at least once. Failure to do so will result in a loss of 5 points from the paper.

Project: 300 points: (see below): 40 points of the paper's value is for grammar, spelling and format. So note: You cannot earn an A on the paper if it has spelling or grammar errors! **Additionally 10 points of the paper will be lost if you do not present evidence of having been to the writing center regarding this project.**

Project: Each student (individual projects!) will choose a **fictional** book (you may choose the book but must get it approved by Author, and no more than one person may use a specific book) other than *Merchant of Venice* that is generally

not considered to be 'business' literature, and write a 15-20 page paper that explains:

1. Specifically how and why you think this book has business applications/implications
2. What the book adds to the literature of business
3. What business adds to the literary value of the book
4. How modern marketing, management, accounting, economics, finance thought and theory are employed in the book
5. How the words, images, and constructs add to both the readability of the book and the communication of the business theories employed
6. Support all your assessments of the management/economic/finance and/ marketing theories and application with academic literature from the fields of business that you discuss. No fewer than 10 different academic journal articles must be used to bolster your arguments.

The final two classes will be devoted to professional level student presentations of their research projects. Professional applies to dress, visual aids, vocabulary, etc. Note the rubric at the end of this syllabus for areas upon which grades will be assigned.

APA style must be followed for in text citations, references and general style (double spaced, 1" margins, New Times Roman or Courier print, etc).

Class	In Class	Assignment for NEXT class
Wed 1/6	Intro to class Read The Lorax	Read <i>Fictions of Business</i> Chapters 1, 2, 3
Fri 1/8	Bibliographic Instruction – at EKS Library MANDATORY	Read <i>Fictions of Business</i> Chapters 4, 5, 6 and Conclusion Managerial Grid: The Oncler, Roma and J.D. Rockefeller
Mon 1/11	Discuss what we know about business in light of what we know about fiction	Paper: Using the <i>Fictions of Business</i> as a base, write a page of about 5 pages on the concept of using business theory in non-business literature. This is a first person reflection, so please use books you have read outside of class as examples, good and bad. Read <i>Merchant of Venice</i> Act 1
Wed 1/13	Discuss how Shakespeare inculcates business theory into the play	
Fri 1/15	Discuss how Shakespeare inculcates business theory into the play	Read <i>Merchant of Venice</i> Act 2
Wed 1/20	Discuss how Shakespeare	

	inculcates business theory into the play	
Fri 1/ 22	Discuss the development of the action on business lines	Read <i>Merchant of Venice</i> Act 3
Mon 1/25	Discuss characterization of the 'businessman' Shylock	Paper: Choose one of the characters developed thus far in <i>Merchant of Venice</i> . Using the concepts you have studied in your business courses, and your own experience with people in business and evaluate the character from a managerial point of view. Be sure to substantiate conclusions with references to business articles, texts and books.
Wed 1/27	Discuss how the choice of setting enhances the business aspects of the play	Read <i>Merchant of Venice</i> Act 4
Fri 1/29	Discuss words and feelings in a business environment in <i>Merchant of Venice</i>	Read <i>Merchant of Venice</i> Act 5 Paper: The use of language in <i>Merchant of Venice</i> is often cited as setting the tone of the play. Choose one of the characters and evaluate how he/she uses semantics as a tool through which he/she manipulates/controls the tenor of the action.
Mon 2/1	Discuss the conclusion of <i>Merchant of Venice</i>	
Wed 2/3	Midterm	Read <i>The Art of War</i> Sections 1 -7
Fri 2/5	Discuss intersection of <i>Merchant of Venice</i> and Sun Tzu	Read <i>Art of War</i> Sections 8 through end
Mon 2/8	Discuss how Sun Tzu's translators used words	Paper: Choose one of the disciplines of business you have studied (marketing, human resources, economics, finance, management, accounting) and develop a strategy position paper using Sun Tzu's war strategies.
Wed 2/10	Discuss the strategy of business as portrayed in images of warfare	Read Andrew Carnegie's Autobiography Chapter 1-10
Fri 2/12	Discuss culture according to Carnegie	Read Andrew Carnegie's Autobiography Chapter 10-20

	and its role in our lives	
Mon 2/15	Discuss industrialization and the New World as cultural issues	Read Andrew Carnegie's Autobiography Chapter 20-25
Wed 2/17	Discuss 'kings' of English business and their influence on the political scene	Read Andrew Carnegie's Autobiography Chapter 26-29
Fri 2/19	Discuss Washington's influence on the economic landscape	Read Andrew Carnegie's <i>Gospel of Wealth</i> Paper: Compare and contrast Andrew Carnegie's approach to business and ethics with those of Sun Tzu and Shylock.
Mon 2/22	Discuss 'gospel' as economic concept and semantic choice	Read <i>Confucius Lives Next Door</i> Chapters 1, 2, 3, 4
Wed 2/24	Discuss: Judeo-Christian isn't Confucian and Asia isn't Christian	Read <i>Confucius Lives Next Door</i> Chapters 5, 6, 7, 8
Fri 2/26	Discuss: Confucius say, but why do I care?	Read <i>Confucius Lives Next Door</i> Chapters 9 and 10 Paper: Using <i>Confucius Lives Next Door</i> as a basis, choose a Japanese multinational such as Toyota and evaluate some of the cultural issues the company's employees would have in living in the USA.
Mon 3/8	Discuss the 'business of business is business' versus value driven business	Read <i>Double Dip</i> Chapters 1-3
Wed 3/10	Discuss the 'testimonial' and 'conversational inserts as a tool in non-fiction.	Read <i>Double Dip</i> Chapters 4-6
Fri 3/12	Discuss the issues of first person writing – individualization versus collectivism implications	Read <i>Double Dip</i> Chapters 7-9 Paper: Compare and contrast the approach to business of Ben & Jerry's with the ideals of Sun Tzu's strategies.
Mon 3/15	Discuss internationalization of	Read <i>Freakonomics</i> Chapters 1 and 2

	values and cultural differences	
Wed 3/17	Discuss why the name	
Fri 3/19	Discuss the following “ <i>Freakonomics</i> argues that morality represent the way we'd like the world to work, whereas economics can show how the world really does work” www.barnesandnoble.com	Read <i>Freakonomics</i> _Chapters 3 and 4
Mon 3/22	Discuss positive and negatives of social, moral and financial incentives	
Wed 3/24	Discuss the view of authority figures (parents and teachers) in <i>Freakonomics</i>	Read <i>Freakonomics</i> Chapters 5 and 6 and Epilogue
Fri 3/26	Discuss how the book approaches debunking conventional wisdom	Read <i>Barbarians at the Gate</i> Front material through Chapter1 Paper: Economics is often termed the ‘dismal science’. Discuss how the authors move economic theory of incentives from dismal to a NY Times best seller through the syntax, semantics and style of <i>Freakonomics</i> .
Mon 3/29	Discuss why read the front material	Read <i>Barbarians at the Gate</i> _Chapters 2-4
Wed 3/31	Discuss who is Ross Johnson as seen through the eyes of the authors?	Read <i>Barbarians at the Gate</i> _Chapters 5-7
Wed 4/7	Discuss the impact character development as a whole means to the plot of the book	Read <i>Barbarians at the Gate</i> Chapter 8 and 9
Fri 4/9	Discuss the use of setting as a tool to develop the plot of the book	Read <i>Barbarians at the Gate</i> _Chapters 10 and 11 Paper: Choose one of the major players in <i>Barbarians at the Gate</i> as developed in the book. Discuss how the character development makes that player a sympathetic or unsympathetic figure.
Mon 4/12	Discuss the hostile environment of the	Read <i>Barbarians at the Gate</i> Chapters 12 and 13

	takeover and how the authors create the hostile environment in the book	
Wed 4/14	Discuss corporate culture and merging of cultures	Read <i>Barbarians at the Gate</i> Chapters 14 and 15
Fri 4/16	Discuss community impacts of corporate actions	Read <i>Barbarians at the Gate</i> Chapters 16 and 17 Paper: Find another LBO record and compare and contrast the approach of KKR in the Nabisco takeover with the approach in the other takeover
Mon 4/19	Discuss Sun Tzu, Ben and Jerry and RJR	Read <i>Barbarians at the Gate</i> Chapter 18
Wed 4/21	Discuss literature as a carrier of business wisdom and reflector of business mores	Finalize presentations
Fri 4/23	Presentations ALL papers must be turned in	
Mon 4/26	Presentations	

Grading Rubric for Papers

Writing Rubric

	NA	F	D	C	B	A
Grammar – 40 points						
All work is original work of the author, not plagiarized						
Typeface is 12 point Times New Roman or Courier						
Paper is double spaced						
Margins are one inch on all sides						
The first line of every paragraph is indented 5 spaces						
Run spell check and proofread						
Proper forms of homonyms are used (to, too, two or there, their)						
No contractions have been used						
Grammar is correct (Grammar check was run or editor checked).						
Sentences are clear and concise, not run on.						
Pronoun references are clear.						
Parallelism in lists has been checked (all items in a list are presented in the same manner).						
Verb correspondence checked						
Capitalization is used correctly						
APA Compliance 20 points						

The title page includes all required information, including title, student's name, course, and date.							
The first time that abbreviations or acronyms are used, the full word or phrase is written followed by the acronym or abbreviation in parenthesis such as: Unites States of America (U. S.) or Masters of Business Administration (M.B.A.)							
Slang and/or jargon are avoided except for specialized terminology or specialized effect and then they are fully explained.							
All terms that are not generally understood, or terms that are being used in a specific manner be defined clearly.							
Hyperbole, editorializing and unsubstantiated statements are not used							
Indirect time references (today, currently) are avoided. Use specific dates.							
The paper is written in the third person (Do not use I, me, us, we, you) unless it is a company specific project.							
Numbers one through ten are written out and numbers 11 and up are written in figures. Exceptions: Numbers with decimals are written in figure form, and numbers beginning a sentence are written out. (Five students scored 4.3)							
Within the text, short quotations are set off with double quotation marks. Quotations of 40 or more words begin on a new line and are indented ½ inch on both sides. Citations for all quotation must include the page number in the original source on which the quotation appears.							
No section has only one subhead, all have either none or at least two							
All paragraphs contain no fewer than three sentences							
Columns in tables and figures are aligned so that all decimals are in a straight line.							
Tables, figures and graphs are centered on the page right to left.							
The pagination of preliminary pages including the dedication, acknowledgements, table of contents is in lowercase roman numerals (I, ii, iii), all other pages including the Appendixes are paginated sequentially in Arabic numbers (1, 2, 3)							
The <i>Table of Contents</i> contains all headings, subheadings, the names of tables, graphs and figures correctly							
All material that is not the author's original thoughts is properly cited in the text and the source is listed in the <i>References</i> as shown in the attached APA example sheet							
If more than one citation is used in the same parenthesis,							

they are listed in correct APA format							
All entries in the <i>References</i> section are in APA format.							
All entries in the <i>References</i> must be cited at least once in the text							
Tables, graphs, etc. are cited and in Reference section.							
Research Value 100 points							
Unless the source is of historical value, references are reasonably current.							
Web based and Internet sources (not databases online) are a limited part of the reference section							
Multiple sources are used to support assertions							
Academic (peer reviewed) journals are used							
Content Value 140 points							
All facets of the investment and its impacts are covered and substantiated							
Conclusions drawn are supported by research							
Originality							
Overall value of the analysis							

Rubric for Oral Presentations

	NA	F	D	C	B	A
Professionalism 20%						
Visual aids - usefulness						
Visual aids - appearance						
Presenter's appearance						
Presenter's oral skills – language, style, poise						
Presenter's ability to answer questions						
Content 80%						
All topic areas covered						
Issues presented in unbiased manner						
Analysis						
Conclusions						