

Designing projects for the introduction to business course using learning outcomes statements

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ABSTRACT

Online business and economic information sites have proliferated as usage of the World Wide Web has expanded. In addition, students are quite adept at using the Internet. When taken together, these two factors almost demand that Introduction to Business instructors utilize business- and economic-content sites on the Internet both in the classroom and in out-of-class assignments. This paper addresses efficient and effective ways to enhance student learning through the use of an Internet-based research project designed to familiarize students with online business and economic information, while reinforcing topics typically encountered in the Introduction to Business course.

Keywords: introduction to business, learning outcome statements, class projects

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INTRODUCTION

As the World Wide Web became a part of everyday life, online business and economic content sites proliferated, as have sites dealing with almost any topic. In addition, today's college students, who have grown up in this connected world, are quite comfortable with the use of technology and particularly with the use of the Internet. When considered together, the preceding two facts appear to mandate that instructors of business classes make use of Internet-based resources in their in-class presentations as well as their out-of-class assignments. Given the plethora of relevant online content, however, the challenge is not one of finding content – a Google search does that almost instantaneously; instead, it is one of deciding on efficient and effective ways to choose and use those resources to enhance student learning. While a number of articles describing business-related websites can be found in the literature, it is the authors' observation that it is more difficult to locate articles suggesting how one might employ a given set of these websites in the typical Introduction to Business (ITB) class. This paper discusses a semester-long Internet-based research project intended to acquaint students with online business and economic information, while reinforcing topics typically encountered in the ITB class. In addition, suggestions are provided regarding assignment's learning outcome statements (LOS) can be restated to effect higher degrees of cognition on the part of students.

PURPOSES OF THE PROJECT

The class project that composes the heart of this paper has three primary purposes, each of which reflects the subject matter of the typical ITB course:

1. to familiarize students with relevant Internet-based content and tools;
2. to augment students' learning experiences as they are introduced to the subject matter dealt with in their ITB text book and in the classroom;
3. to give students hands-on experience with the use of web-based content to assist in the research process.

The authors feel that actively involving students with the attainment of these purposes systematically provides them with an increased number of learning opportunities during the school term. In turn, this involvement presents students with hands-on encounters that bring to life information and applications that are described on the static pages of the typical ITB textbook.

In addition to describing the basic project itself, this paper models how two instructionally-sound techniques can be used to add to the rigor and extensibility of the project. First, it shows how the assignment's LOS can be restated using verbiage that invokes different actions in each part of the project to assess higher cognitive levels. Secondly, it presents a scoring guide designed to facilitate and standardize the evaluation of student performance on the assignment.

LEARNING OUTCOME STATEMENTS, ACTION VERBS, AND LEVELS OF COGNITION

Subsequent to outlining the base, "ground-level" assignment, this paper demonstrates how the intricacy and difficulty of the assignment can be changed in an instructionally robust

way to allow its use across a broad array of courses taught by education professionals whose approaches to teaching vary. The authors accomplish this by demonstrating how the assignment's LOS -- descriptions of what students should be able to accomplish after completing a specific part of the assignment -- can be specifically structured to produce increasingly more advanced degrees of cognition from students. Linn and Gronlund [2000] proposed that one way to do this is by a very intentional choice of the action verbs included in the assignment's LOS. Table 1, based on Gronlund [1988], provides a representative listing of action verbs and the cognitive degree or level ordinarily related to each, in order of increasing complexity according to Bloom's Taxonomy [Bloom, 1956]. The cognitive levels run the gamut from simple knowledge (illustrated by verbs including "identify," "name," and "define"), to evaluation (illustrated by verbs including "judge," "criticize," and "compare"). Following a discussion of the basic model for this web-based ITB project, the authors propose how instructors might employ the information contained in Table 1 to modify the LOS, and as a result, the associated cognitive level, of the assignment.

THE PROJECT

The typical ITB textbook is divided into units that discuss the environment and functions of business. One possible organization of these units is as follows:

1. The economic, global and ethical environments of business.
2. The functions of business management: management principles, organizational principles, human resources management, human behavior, and labor-management relations.
3. The functions of marketing: consumer behavior, product development, pricing, promotion, production, and distribution.
4. Information management: information systems, communication technologies, and quality management systems.
5. Accounting and finance: accounting principles, the financial system, securities, investments, financial management, and risk management.

The project described herein is divided into ten sections, each of which is related to one or more units or topics listed above, and each of which is intended to introduce students to one or more aspects of online business and economic information. The authors provide students with an online version of the assignment to facilitate their access to the websites the project includes.

Section 1

Early in virtually all ITB textbooks, comparative economic systems and the U.S. economy are discussed. Section One of this project is intended to introduce students to a leading web-based resource that has content dealing with the current state of the economy of the U.S.A. That resource is the U.S. Department of Commerce – Bureau of Economic Analysis (BEA) website. According to its mission statement, the BEA seeks to strengthen the understanding of the U.S. economy and its competitive position by providing the most accurate and relevant GDP and economic accounts data in a timely and cost-effective manner. In its effort to achieve this goal, the bureau has become "one of the world's leading agencies for the publication of economic statistics" (BEA, 2015). For this reason, the authors chose the BEA website for this project.

Students are instructed to go to the BEA website, www.bea.gov, and from the homepage to click on either the “Current Releases” or the “News Release Archives” link. From the menu on either of these pages, they then are requested to choose a recent (no more than 90 days old) news release, to read it, and to summarize the release in their own words. Finally, they are instructed to include their summary and a printout of the first page of the release as Section One of their project report.

Section 2

The overall topic, “business,” can no longer solely be discussed in a domestic framework. It must be discussed in an international context. As a result, virtually all textbooks written for the ITB class include a discussion of the international business environment. Many do this in one of the initial chapters. Section Two of this project is designed to help acquaint students with the international nature of business by directing them to an online source for global economic news: “The Financial Times” website. Specifically, students are told to visit the “Financial Times: Global Economy” web page (<http://www.ft.com/intl/global-economy>) and to select a recent news item from those it lists. They are required to read the article and to write a one- or two-paragraph summary, in their own words, of its contents. Their summary and a printout of the first page of the release must be included as Section Two of their report.

Section 3

For approximately three decades, AACSB International—The Association to Advance Collegiate Schools of Business, the world’s leading accrediting organization for business programs, has required that the curriculum of accredited programs expose students to ethical issues that arise in the workplace (AACSB International, 2015). As a result, almost all contemporary business textbooks (including those written for the ITB class) contain a chapter dealing with ethical issues, or have discussions of ethical issues spread throughout the book. Section three of this project is included to bring students “up to speed” on real-world conversations dealing with ethical issues. It refers them to the “BloombergBusinessWeek” website’s collection of articles dealing with business ethics.

The instructions tell students to go to the “Business Ethics” page on “BloombergBusinessWeek” (http://www.businessweek.com/managing/company/business_ethics/) and to select one of the articles from the list provided in that directory. They are directed to read the selected article and then to prepare a one- or two-paragraph summary of it in their own words. Finally, they are instructed to include their summary and a printout of the first page of the article as Section Three of their report.

Section 4

The typical student seems to be particularly interested in the chapter that deals with human resource management. The authors assume this results from the fact that most students have worked (i.e., have been a human resource) and/or are interested in obtaining a job in their field once they graduate. Section Four of this assignment leads students to a well-known online recruiting site used by businesses and job-seekers alike, Monster.com. At this site, students are instructed to click on the “Job Category and Industries” link on the homepage. From the resulting

“Categories” menu, they are asked to select a job category related to their major (or a major in which they are interested). When they do this, they will be taken to a very extensive listing of job postings. They are asked to print out the first page of the resulting job list for inclusion in their report, and then to continue following the project’s instructions. (If the category selected by a student result in no job postings, they are told to select another category until a list of postings is obtained.) At this point, they are told to select one job posting that interests them from the list they obtained, print out the first page of the listing, and do the following:

- 1) Explain why this job posting interests you.
- 2) Explain why you presently either meet or do not meet the qualifications for this job.

Students are told to include the following items in Section Four of their report:

- 1) A printout of the first page of the job listing obtained in their search.
- 2) Two paragraphs responding to the itemized instructions listed above.

Section 5

It is the experience of the authors that the area of marketing with which ITB students think they are the most familiar is promotions. This is the case, of course, because they are the “recipients” of promotions in so many different forms. Most students, however, are not aware of the “infrastructure” that exists for assisting businesses in conducting the promotions of their products/services. This section of the project is designed to give them a first-hand look at one online company that provides such assistance, HelloWorld.com. The instructions for section five begin by telling students to go to the homepage of HelloWorld.com (www.HelloWorld.com), to click the “What We Do” link in the menu on the left-hand side of the web page, and to read through the resulting information. Based on that information, they are instructed to write, in their own words, a one-paragraph summary of those services. They are also asked to print out the first page of the homepage information. To expose students to how companies use the services of an online firm like HelloWorld.com, they are told to go once again to the company’s homepage, click on the “ Our Work ” link in the menu on the left-hand side of the web page, and then click on the link to one of the promotions HelloWorld has managed. After reading the summary of the promotion and printing out its first page, students are instructed to write a one- or two-paragraph description of the promotion, and explain how HelloWorld.com was able to help the company in question. Section Five of their report must include the following information:

- 1) Their written summary of the services that HelloWorld.com offers businesses.
- 2) The printout of the first page of the company’s program information.
- 3) Their description of the promotion and its results.
- 4) The printout of the first page of the case study that was selected and described.

Section 6

The development and proliferation of the Internet ushered in a revolution in information technology – “e-business.” While it was the rise, the fall, and the resurrection of the dot-com retail businesses that made much of the news, behind the scenes almost every area of business operations was being affected by the growth of the Internet and related technologies. It is the latter phenomenon that many say comprises the *real* e-business revolution. This section of the

project is designed to help students understand just how far-reaching the impacts of e-business really are.

The company selected for this portion of the assignment is SAP. SAP describes itself on its “About” page as follows: “SAP is at the center of today’s technology revolution. The market leader in enterprise application software, SAP helps organizations fight the damaging effects of complexity, generate new opportunities for innovation and growth, and stay ahead of the competition.” (SAP, 2015). Students are instructed to go to the SAP homepage (go.sap.com), and click on the “Solutions” link that appears at the top of the page. This link takes students to the “Explore SAP Solutions,” webpage, which contains some brief descriptive comments along with three menus: “SAP Solutions,” “Solutions By Industry,” and “Featured Solutions.” Students then are asked to browse through the listed solutions and select one to investigate in more depth. For the solution they select, students are instructed to read its general description, to click on its “Learn More” link, to print out the first “Learn More” page, and then to read the information under the following headings: 1) “How can SAP Solutions enable you to change the game?” 2) What do SAP solutions help customers do? 3) What are the benefits? 4) Why SAP?

After reading all of these items, students are directed to write, in their own words, a one- or two- paragraph summary describing the solution, its benefits, and a description of how it has helped at least one SAP customer succeed in the area in question. Students are asked to include the following in Section Six of their report:

- 1) The one- or two-paragraph description of the mySAP solution they selected.
- 2) A printout of the first page of the “Learn More” description for the SAP solution they selected.

Section 7

Because banking relationships are such a vital part of the everyday life of any business, the typical ITB textbook includes a chapter on money and the U.S. banking system. This section of the project focuses on the types of services that a large commercial bank offers corporations. It is designed to help students understand that, for a business, a “banking relationship” can mean much more than just having a checking account. Students are asked to go to the Bank of America/Merrill Lynch website for its corporate and institutional customers and to printout the first page of that site (<http://corp.bankofamerica.com/business/ci/products>). Listed prominently in the center of this page are a variety of corporate banking services broken down into sub-topical areas. Students are asked to select one of the sub-topical areas, to follow its link, to printout the first page of information for that area, to read the resulting information, and, if available, to watch the short video about the service. Finally, they are asked to write a one- or two-paragraph description of the service they have just researched. Section Seven of their report must include the printout of the first page of information for the service and their written description of that service.

Section 8

Corporate securities and the markets in which they are traded are integral parts of the United States’, as well as the world’s, business systems. Because of this, all ITB textbooks include a chapter that deals with these topics. Sections eight and nine of this project are designed to help students better understand that portion of the market system that they hear about almost

every day on the news: the market for common stocks. Students are asked to choose company whose common stock is publicly-traded either on a major exchange or over-the-counter. To minimize opportunities for deceit among students (i.e., two or more individuals selecting the same company, then sharing the endeavor), the assignment requires that each student select a business whose name begins with the initial letter of his/her last name. When the project is first discussed in class, the instructor provides a listing of representative sources, both traditional and web-based, to help students find a corporation that meets this requirement. The assignment then specifies that Section Eight of their report must list the following information for their company: legal name, URL of its Internet homepage as well as a printout of the first page of that homepage, ticker symbol for the company's common stock, and the firm's primary business(es). The assignment's instructions direct students to Yahoo! Finance (finance.yahoo.com) as a convenient source for locating the required information.

Section 9

The authors believe that students best learn about the stock market if they are required to follow its movement for several weeks. With this in mind, this section of the project asks students to make the assumption that, on a specific date defined in the project guidelines, they purchased 100 shares of the common stock of the company they used for Section Eight above. Given this assumption, participants are directed to go to GoogleFinance (finance.google.com) and use its portfolio feature on the right-hand side of the webpage to construct a one-stock "portfolio" for the project. A short tutorial dealing with how to use the portfolio tool it is presented during class time. Next, students are required to check the value of their portfolios each Friday for the next five weeks and to print out the weekly portfolio reports. All five printouts must be included as Section Nine in the final project report along with a one-paragraph discussion of the portfolio's performance over the four-week period. (Note: To stimulate interest in the project on the part of students, the authors frequently award one "bonus point" for each percentage point that an individual's portfolio increases in value over the project's 5-week duration. When the authors do this, they place a limit on the maximum number of bonus points an individual can receive, but do not subtract points if the portfolio's value decreases.)

Section 10

Investors, corporate and individual alike, generally do not directly interact with the securities markets; instead, they use the services of a brokerage firm. In their discussions of investing and securities market systems, most ITB texts include some information about how brokerage firms operate. Since one of the first types of web-based businesses was the online brokerage firm, and since online securities trading has seen rapid growth, it is appropriate to give students the opportunity to learn more about online brokerage in this section. It requires each student to become familiar with the website of an online brokerage company. Students may select from a list of brokers provided by the authors, or with approval, they may select another firm. The list the authors provide includes: www.etrade.com, www.fidelity.com, www.schwab.com, www.scottrade.com, www.sharebuilder.com, and www.tdameritrade.com. Students are instructed to first browse through the selected company's website, preferably by taking an online demonstration, if one is available. Following their tour, and after further

exploration of the website, students are requested to prepare a one-page summary of the brokerage services the company provides.

QUALITY CONTROL

Students are required to prepare a professional appearing, well-organized project report that is of the quality required for distribution to the employees of a business. More specifically, students must present a spiral-bound report that includes a table of contents, and that has convenient, easy-to-read tabs that identify each section of the report. The importance of this requirement is emphasized by the fact that the appearance and organization of the report are graded along with the report's content.

ADJUSTING THE COGNITIVE LEVEL

As was stated previously, Bloom's Taxonomy has been adapted in Table 1 to propose action verbs that can be utilized to promote the corresponding levels of cognition. Hence, this construct presents a relatively easy-to-employ tool whereby the instructor can develop a range of assignments that accomplish comparable objectives while varying the level of student cognition. For instance, the instructor may desire to assign projects designed to acquaint students with online investments-related resources in several of his/her business courses. Assuming these courses are at more than one academic level, perhaps he/she might develop assignments with LOS that increase in complexity, and thus level of cognition, with academic level. Thus, in a tabular format, Table 1 demonstrates how the cognitive level, or rigor, of the project that serves as the subject of this paper could be modified through intentional selection of appropriate action verbs. The reader will recall that the project just described was a very basic one structured to invoke relatively low levels of cognition. In the design of the project's learning outcome statements, the authors purposely utilized action verbs primarily selected from the lowest levels of cognition depicted in Table 1 -- knowledge and comprehension. Keeping in mind the described project's basic construct, then, Table 2 has three columns:

- Column 1, which states the LOS for each section of the basic project at the lowest two levels of cognition, knowledge and comprehension
- Column 2, which provides LOS for the next two levels of cognition, application and analysis; and
- Column 3, which provides LOS for the highest two levels of cognition, synthesis and evaluation.

EVALUATION – THE SCORING GUIDE

Based on the nature of this type of alternative assessment and the variety of components required, an alternative method of evaluation must also be considered. In the case of this project, the authors constructed a scoring guide (see Appendix A) to evaluate each student's project report. It is suggested that the scoring guide be provided and explained to students at the time the project is assigned. Not only does this guide simplify the task of grading projects in a consistent manner, but making it available to students helps insure that they clearly understand the specified requirements and how their performance in addressing those requirements will be evaluated.

SUMMARY

The alternative assessment project outlined in this paper is designed to acquaint students with online business and economic information, while reinforcing topics typically encountered in the ITB class. While the authors are well aware that this assignment may not be the sole method for exposing students to the subject material, they propose that it is one way to accomplish this objective in what they believe is an innovative and motivating way. The authors also suggest how the complexity, or cognitive level, of the assignment can methodically be modified by carefully selecting the action verbs utilized in the assignment's LOS. This project is detailed and requires a significant time commitment on the part of the student. It results in a report that is of reasonable length for an ITB class. An instructor wanting to shorten the project could omit two or three sections and still have a project with substantial educational benefits. On the other hand, there are a number of ways that even more detail could be added to the project. For example, ITB textbooks and their companion websites frequently include a listing of links to online resources related to the topics being covered. One or more of these resources could be selected and additional sections based on these resources could be designed and added to the project.

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Table 1
Illustrative action (command) verbs for defining LOS
Adapted from [Gronlund, 1988]

Cognitive Level	Sample Verbs for Stating LOSs
Knowledge	Identify, name, define, describe, list, match, select, outline
Comprehension	Classify, explain, summarize, convert, predict, distinguish
Application	Demonstrate, calculate, solve, modify, arrange, operate
Analysis	Differentiate, diagram, estimate, separate, infer, order
Synthesis	Combine, create, formulate, design, compose, construct
Evaluation	Judge, criticize, compare, justify, conclude, discriminate



Table 2
Learning Outcome Statements for Three Levels of Cognition

Knowledge/Comprehension	Application/Analysis	Synthesis/Evaluation
LOS 1: Students <i>obtain</i> a news release from the BEA website, and <i>summarize</i> that information.	LOS 1: Students <i>obtain</i> a news release from the BEA website and <i>summarize</i> that information, and then <i>demonstrate</i> or <i>infer</i> how the information in the release might impact the economic environment of business.	LOS 1: Students <i>obtain</i> two news releases from the BEA website, <i>summarize</i> the information each contains, and then <i>compare</i> the content of the two articles with respect to their potential impacts on the economic environment of business.
LOS 2: Students <i>obtain</i> a recent news item dealing with the global economy and global business from the Financial Times website, and <i>summarize</i> that information.	LOS 2: Students <i>obtain</i> a recent news item dealing with the global economy and global business from the Financial Times website, <i>summarize</i> that information, and then <i>demonstrate</i> or <i>infer</i> how the information in the release might impact the global business environment and/or a particular business.	LOS 2: Students obtain two recent news items dealing with the global economy and global business from the Financial Times website, summarize that information, and then <i>judge</i> and <i>justify</i> which of the two articles reports information that will have the greatest potential impact on the global business environment and/or a particular business.
LOS 3: Students <i>select</i> an article dealing with business ethics from the “Business Ethics” section of the Bloomberg-BusinessWeek web site, and <i>summarize</i> the information it contains.	LOS 3: Students <i>select</i> an article dealing with business ethics from the “Business Ethics” section of the Bloomberg-BusinessWeek web site, <i>summarize</i> the information it contains, and then <i>infer</i> what consequences unethical behavior related to the issues discussed in the article could have on any business enterprise.	LOS 3: Students <i>select</i> an article dealing with business ethics from the “Business Ethics” section of the Bloomberg-BusinessWeek web site, <i>summarize</i> the information it contains, and then <i>formulate</i> guidelines designed to promote ethical behavior(s) related to the issues discussed in the article.
LOS 4. Students <i>select</i> a job posting from the Monster.com web site, and <i>explain</i> why that posting interests them.	LOS 4. Students <i>select</i> a job posting from the Monster.com web site, <i>explain</i> why that posting interests them, and then <i>demonstrate</i> why they either will or will not be qualified for the job described in the posting when they graduate from their present degree program.	LOS 4: Students <i>select</i> a job posting from the Monster.com web site, <i>explain</i> why that posting interests them, <i>demonstrate</i> why they either will or will not be qualified for the job described in the posting when they graduate from their present degree program, and then <i>formulate</i> a plan designed to make them be a top candidate for this type of job.
LOS 5. Students <i>describe</i> the services provided by online marketing firm HelloWorld.com, and <i>summarize</i> how the firm helped one of its clients.	LOS 5. Students <i>describe</i> the services provided by online marketing firm, HelloWorld.com, <i>summarize</i> how the firm helped one of its clients, and <i>differentiate</i> between the online and offline services HelloWorld offers its clients.	LOS 5. Students <i>describe</i> the services provided by online marketing firm, HelloWorld.com, <i>summarize</i> how the firm helped one of its clients, <i>differentiate</i> between the online and offline services HelloWorld offers its clients, <i>judge</i> whether they believe the benefits described by HelloWorld “hype” or reality, and <i>justify</i> their judgment.
LOS 6. Students <i>select</i> a solution provided by enterprise resource planning giant, SAP, and then <i>describe</i> the solution, its benefits, and how SAP says it has helped at least one of its clients through this solution.	LOS 6. Students <i>select</i> a solution provided by enterprise resource planning giant, SAP, and then <i>describe</i> the solution, its benefits, how SAP says it has helped at least one of its clients through this solution, and then <i>infer</i> how this solution might be applied to a client in another industry.	LOS 6. Students <i>select</i> a solution provided by enterprise resource planning giant, SAP, and then <i>describe</i> the solution, its benefits, how SAP says it has helped at least one of its clients through this solution, <i>infer</i> how this solution might be applied to a client in another industry, and then <i>select</i> another provider of services similar to SAP via a Google search, and <i>compare</i> the services of the two companies.

LOS 7. Students <i>select</i> a banking solution provided businesses by financial giant, Bank of America/Merrill Lynch, and then <i>describe</i> the solution.	LOS 7. Students <i>select</i> a banking solution provided businesses by financial giant, Bank of America/Merrill Lynch, <i>describe</i> the solution, and <i>demonstrate</i> how the chosen solution benefits the bank's corporate clients.	LOS 7. Students <i>select</i> a banking solution provided businesses by financial giant, Bank of America/Merrill Lynch, <i>describe</i> the solution, <i>demonstrate</i> how the chosen solution benefits the bank's corporate clients and then <i>select</i> another provider of banking services similar to Bank of America/Merrill Lynch via a Google search and <i>compare</i> the corporate banking services of the two companies..
LOS 8. Students select a publically-traded corporation, <i>obtain</i> a detailed corporate profile, and <i>list</i> specified information contained within it.	LOS 8. Students select a publically-traded corporation, <i>obtain</i> a detailed corporate profile, <i>list</i> specified information contained within it, and then <i>demonstrate</i> how this information might be utilized by the potential investor.	LOS 8. Students select a publically-traded corporation, <i>obtain</i> a detailed corporate profile, <i>list</i> specified information contained within it, <i>demonstrate</i> how this information might be utilized by the potential investor, and then the beta of the stock to <i>compare</i> its performance to that of the Standard & Poor's 500 Index.
LOS 9: Students <i>select</i> the common stock of a publically-traded corporation, and <i>list</i> and <i>describe</i> its price movements over a 5-week period assisted by an online portfolio tracker.	LOS 9: Students <i>select</i> the common stock of a publically-traded corporation, <i>list</i> and <i>describe</i> its price movements over a 5-week period assisted by an online portfolio tracker, and then <i>calculate</i> the stock's gain/loss for the 5-week period, <i>arranging</i> this information in tabular form.	LOS 9: Students <i>formulate</i> the composition of a \$100,000 portfolio of five stocks and <i>justify</i> the weights given to each of the five companies. Students <i>demonstrate</i> their ability to <i>operate</i> a portfolio tracker website, use the portfolio tool to <i>calculate</i> each stock's, and the overall portfolio's, gain/loss for the 5-week period, and then <i>judge</i> the success of their investment strategy.
LOS 10. Students select an online brokerage firm, <i>identify</i> the services that firm offers, and <i>summarize</i> those services.	LOS 10. Students select two online brokerage firms, <i>identify</i> the services these firms offer, <i>summarize</i> those services, and then <i>demonstrate</i> how the two firms <i>differ</i> from each other.	LOS 10. Students select four online brokerage firms, <i>identify</i> the services these firms offer, <i>summarize</i> those services, <i>demonstrate</i> how the four firms <i>differ</i> from each other, and then <i>judge</i> which firm they would want to do business with, <i>justifying</i> their choice.

Appendix A

Online Business and Economic Resource Project: Scoring Guide

Name: _____

Project Section	Project Requirements	Points Possible	Points Earned
Sec. 0 - Professionalism of Report (Total Points Possible: 10)	Spiral Bound	2	/2
	Table of Contents	2	/2
(NOTE: All requirements for Section 0 must be met to be eligible for scoring of the remaining sections)	Sections Tabbed	2	/2
	Professional Appearance	2	/2
	Organization	2	/2
Sec. 1 – Domestic Economic News	1-paragraph summary of news release	6	/6
	Printout of first page of release	1	/1
(Total Points Possible = 7)			
Sec. 2 – Financial Times/The Global Economy	Summary of article (1- or 2-paragraphs)	6	/6
	Printout of first page of article	1	/1
(Total Points Possible = 7)			
Sec. 3 – Business Ethics	Summary of article (1- or 2-paragraphs)	6	/6
	Printout of first page of article	1	/1
(Total Points Possible = 7)			
Sec. 4 – Monster.com	Printout of first page of jobs list	1	/1
	Two explanations	12	/1
(Total Points Possible = 13)			
Sec. 5 – HelloWorld.com	Summary of services	4	/4
	Printout of first page of program information	1	/1
	Description of promotion and its results	5	/5
	Printout of first page of case study	1	/1
(Total Points Possible = 11)			
Sec. 6 – SAP	Description of selected solution (one or two paragraphs)	4	/4
	Printout of first page of "Learn More" description	1	/1
(Total Points Possible = 5)			
Sec. 7 – BOA/Merrill Lynch	Printout of first page of information for selected service	1	/1
	Description of service (1- to 2-paragraphs)	4	/4
(Total Points Possible = 5)			
Sec. 8 – Corporate Information	Legal name	2	/2
	URL of Internet homepage	2	/2
	Printout of first page of homepage	2	/2
	Common stock ticker symbol	2	/2
	Primary business(es)	2	/2
(Total Points Possible = 10)			
Sec. 9 – Tracking a Portfolio	Five weekly portfolio printouts (@3 – 1 2 3 4 5 with discussion)	15	/15
(Total Points Possible = 15)			
Sec. 10 – Brokerage Services	One-page summary of brokerage services	10	/10
(Total Points Possible = 10)			
	Totals	100	/100