

**THE CITY COLLEGE OF NEW YORK**  
**THE CITY UNIVERSITY OF NEW YORK**

**Colin Powell School for Civic & Global Leadership**  
**Department of Economics & Business**

**SYLLABUS: Business Case Analysis & Presentations**  
**(ECO 42150)**

Instructors: <b>Sarah Dyer</b> , Marianne Wolk, Bob Mellman	Office: n/a
Class Location: Online	Office Hours: via email appointment
Class Hours: Online	Email :
Credits: 3	Notice: This syllabus is subject to change.

**COURSE DESCRIPTION**

The goal of this course is to teach students to craft and present effective business arguments. These are critical skills for professionals with a wide range of goals: whether they are raising funding for an entrepreneurial startup, pitching to win new business contracts, proposing a financial solution for greater growth or profits or requesting funding for new projects/investments from team members or superiors. Regardless of the goal, all professionals find the need to present analytical results, make recommendations and earn buy-in that drives decision-making.

We will employ the “case method” to teach students to identify the analytical solutions to real-world business problems. In phase one of the case, students will analyze business fundamentals and form logical arguments that solve real-world problems in conjunction with team members (students, mentors and/or faculty). In phase two of the case, students will draft PowerPoints that present their business arguments. Students will develop the horizontal logic to summarize their findings, synthesizing key analytical points into a cogent and effective argument. They will use data to support the vertical logic behind each analytical assertion. This will assure students draft PowerPoint presentations that effectively communicate insights and recommendations that will deliver actionable intelligence for each real-world business case. The third and final phase of each case will be a video presentation of these findings. In professional environments, new hires often learn these skills via apprenticeship relationships with more senior colleagues. In this course, we attempt to replicate these formative relationships by relying on mentorships. Students in this course will benefit from one-on-one mentorship by business professionals (e.g., City Tutors) who will share their professional insights to help guide students in each phase of the business cases. Mentors will volunteer their time to coach students with their Phase 1 Analytical Storyboards, Phase 2 PowerPoints and Phase 3 Video Presentations. With this teaching approach, students will gain valuable skills that are increasingly useful to obtaining their chosen careers and optimizing their success once hired.

**PREREQUISITES / ROLE IN CURRICULUM**

FIN 42150 is a **Field course** targeted at students with a Major or Minor in Finance, Business Administration or Entrepreneurship although it will be helpful to anyone looking to gain experience making cogent, effective professional arguments such as Engineers.

- Prerequisites: Principles of Accounting I (20450), Principles of Microeconomics (10250), Principles of Macroeconomics (10350).
- Students should have a solid knowledge of micro- and macro-economics.
- Students will benefit by taking Financial Analysis I (21650) or Honors, Financial Analysis I & II (21750) and Corporate Finance (22250).
- Students should have a basic knowledge of PowerPoint and Zoom (see below).
- This course is recommended for students with a GPA of 3.0 or higher.

## SOFTWARE REQUIRED

**This course requires access to Excel, PowerPoint and Zoom.** Please assure you have a **current version** of Microsoft 365 on your personal computer. Students may download the latest Office 365 version for free from [here](#).

## CLASS MODE / MEETINGS

**This course is an online course.**

**Scheduled meetings will occur as posted on Blackboard and participation will be graded.**

**Several of these “graded” required meetings will be with mentors in one-on-one sessions rather than broad-based class sessions.** Students will be asked to meet with their mentors online to gather feedback for case analysis, PowerPoint presentations and video presentations.

## EDUCATIONAL OUTCOMES

### About This Class

This course employs the case method to teach you to weigh the pros and cons of your decisions, craft arguments to defend your analyses, and how to refine your thinking given input from fellow students and mentors. Mentors and faculty will help you develop a more analytical approach to problem solving by asking tough questions that challenge you. The course mirrors the way real-world professional decisions are made where your superiors do not simply provide you with answers.

### Course Learning Goals

The course will teach students the following:

- **Analytical Decision-making.** This course teaches you how to defend your arguments and understand the consequences of your decision making and viewpoint. It also teaches students to consider alternative viewpoints and how to refine their decisions after receiving valuable input. The ability to develop informed judgments and formulate sound conclusions is a key educational outcome.
- **Business Communications.** Students will gain experience in presenting their arguments via PowerPoint and video. By presenting their analyses to mentors and fellow classmates, students will learn how to make strong and coherent arguments that impact decision-making.
- **Excel.** Excel skills may be useful in solving the business cases employed. Students may leverage Excel skills learned previously in 21650 or 21750 or 41556.

- **Data Integrity.** Students will gain experiencing sifting through information to derive the best solution for problems. They will consider the reliability and strength of various information when weighing the pros and cons to develop a strong argument.
- **Data Analysis.** The ability to analyze data has become paramount to informed decision-making. Several cases will ask the students to rely on data to drive their decisions.
- **Business Strategy.** Business strategy is interwoven throughout the course. We view it as critical to evaluating business scenarios and demonstrating understanding of key financial topics in order to make insightful recommendations.
- **Financial Statement Analysis.** We will rely on the financial disclosures of actual companies.

## COURSE TOPICS

The course Schedule will be posted on Blackboard in the **Due Dates** section and will provide the dates each

## GRADING / METHOD OF EVALUATION

Grades will be based on the storyboards, PowerPoints and video presentations of four cases.

Graded Assignments	Percentage of Grade
Case 1.	25%
Case 2.	25%
Case 3.	25%
Case 4. Group Project	25%
<b>TOTAL</b>	<b>100%</b>

## BLACKBOARD ACCESS

Students receive important email communications from the University, College, and course instructor. Therefore, all students are expected to access and periodically check their CUNY email accounts.

All course materials are available at Blackboard @ [https://cunyportal.cuny.edu/cpr/authenticate/portal\\_login.jsp](https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp). You are expected to check the Blackboard for announcements, course materials, scheduling and other information after each class session.

## STUDENT SUPPORT

At City College, we acknowledge that as a student, you are balancing many demands. During the semester, if you start to experience personal difficulties or stressors that are interfering with your academic performance or day to day functioning, please consider seeking free and confidential support at the Counseling Center. For more information or to make an appointment, please visit their website at <https://www.ccnycuny.edu/counseling> or call (212) 650-8222. If it's outside of business hours (Monday-Friday 9-5pm) and you need immediate assistance, please call 1-888-NYC-WELL (888-692-9355). If you are concerned about one of your classmates, please share that concern.

*\*Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.*

## IMPORTANT DATES

This class begins on [Thursday, August 25, 2022](#) and the term ends on [Wednesday, December 14, 2022 \(Reading Day\)](#)  
Classes meet on Thursdays at 9:05am and will be a mix of in person and online classes.

## COURSE MATERIALS

### Course Materials

Note that this course does not rely on a traditional textbook sold at the university bookstore.

Cases will be distributed well in advance of the relevant class to afford students sufficient time with the materials.

### Where to find Assignments:

All course materials are posted to Blackboard *or will be distributed via email.*

## CUNY POLICIES ON ATTENDANCE, ABSENCE AND LATENESS

While each instructor retains the right to establish his or her own policy, students should be guided by the following general College policies.

Students are expected to attend every class session of each course in which they are enrolled and to be on time. An instructor has the right to drop a student from a course for excessive absence. They should note that an instructor may treat lateness as equivalent to absence. No distinction is made between excused and unexcused absences. When a student is dropped for excessive absence, the Registrar will enter the grade of "WU".

Note policies adhere to "New York State Education Law, Article 5: S 224-a. regarding Students unable because of religious beliefs to Register or attend classes on certain days." and "Special Provisions for Students in the Military."

Please turn off your cellphones at the beginning of class. No texting is permitted during class time. Laptops will be used to present Excel-based assignments in each class. Students are not permitted to use their laptops for personal activities during class time.

## CUNY POLICY ON ACADEMIC INTEGRITY

The Department supports the college's policy on Academic Honesty, which states, in part:

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Students are expected to bear individual responsibility for their work and to uphold the ideal of academic integrity. Any student who attempts to compromise or devalue the academic process will be sanctioned.

Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:

- Copying from another student or allowing another to copy your examination or homework assignment
- Unauthorized collaborating on a take home assignment or examination
- Taking an examination or performing a homework assignment for another student
- Removing the security protection of the course's materials.

Any infringement of this rule will be treated as a serious violation of Academic Integrity. Any suspected academic dishonesty in this regard will result in a grade of F on the exams and most likely an F in the course as well. Students should also understand that a report of suspected academic dishonesty will be sent to the Dean of Students' office and becomes a permanent part of the student's file. More on CCNY academic integrity policy can be found [here](#).

## ACCOMODATIONS FOR STUDENTS WITH DISABILITIES AND OTHER SPECIAL NEEDS

In compliance with CCNY policy and equal access laws, appropriate academic accommodations are offered by the AccessAbility Center. Students who are registered with the AccessAbility office and are entitled to specific accommodations must arrange to have the Office notify the Professor in writing of their status at the beginning of the semester. If specific accommodations are required for a test, students must present the instructor with a form from the Accessibility Office at least one week prior to the test date to receive their accommodations.

Please find more information on AAC/SDS website [here](#) about their mission statement, how to register and other related policies..

## POLICIES ON NON-DISCRIMINATION AND SEXUAL HARASSMENT

The City University of New York prohibits discrimination on the basis of age, gender, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, religion, race, color, nationality or ethnic origin, or veteran, military or marital status in its student admissions, employment, access to programs, and administration of educational policies. Questions, concerns, or complaints based on any of the above may be directed to the Office of Diversity and Compliance. In addition, the specific form of gender discrimination, "sexual harassment," is prohibited by the policies of the Board of Trustees of The City University of New York. Student complaints alleging sexual harassment should be directed to the Sexual Harassment Awareness and Intake Coordinator. Brochures are available in the Office of Diversity and Compliance, the Office of Human Resources and the Office of the Vice President for Student Affairs. Information is also available on the City University website under Office of Diversity.

**NB:** This syllabus serves as your contract for this class. Remaining in this class means you are responsible for knowing and following the policies stated here.