

# BUSI 4359 COURSE SYLLABUS

College of Business Administration  
Texas A&M University - Central Texas

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## Course Information

<i>Course Number/Section</i>	BUSI 4359-140
<i>Course Title</i>	Business Strategy
<i>Term</i>	Fall 2017
<i>Days &amp; Times</i>	Monday 6-9pm
<i>Class Location</i>	Founder's Hall 309

## Instructor Contact Information

<i>Instructor</i>	Soo Jung Kim, PhD.
<i>Email</i>	Soojung.kim@tamuct.edu
<i>Office Location</i>	Founder's Hall 317B
<i>Office Phone</i>	254-519-5471
<i>Office Hours</i>	Tuesdays/Thursdays: 11.30am-1pm, 2.15-3.45pm or by appointment
<i>Student-instructor interaction</i>	The quickest and easiest way to contact me is through email. I will respond within 24 hours to emails received on weekdays. My response may take longer during weekends but I will check my emails more often on weekends when an assignment is due. I will make an announcement on Canvas if I will be out of contact for an extended period of time. Please check Canvas periodically for announcements and course content.

## Mode of Instruction and Course Access

This course is a face-to-face course that meets regularly during scheduled class hours. It also uses the TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>] as a supplementary tool. On Canvas, there are instructions that will follow in this to assist you with gaining access and technical support. It will be essential that you have a familiarity with the general use of Power Point, Microsoft Word and the Internet for submission at a minimum.

## Required Textbook

The required text for this course is:

Gregory G. Dess, Gerry McNamara, & Alan B. Eisner:

**Strategic Management: Text and Cases** (8th edition). McGraw-Hill Irwin. ISBN: 978-1259278211

(the 7<sup>th</sup> edition is acceptable as well but you will be responsible for keeping up with any examples or cases in the text that are different from the 8<sup>th</sup> edition)

*(A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.)*

## Suggested Course Materials

Following resources are helpful for group projects: Newspaper/magazines such as *Fortune*, *The Wall Street Journal*, *Bloomberg Business Week*, *The Economist*, as well as business journals such as *Harvard Business Review* and *California Management Review*. All these resources are freely available to you using the TAMUCT library electronic databases, where additional materials for your projects are also available. (<http://tamuct.libguides.com/index>) Hardcopies of most of these resources are also available in the library.

## 911 Cellular

### Emergency Warning System for Texas A&M University – Central Texas

911 Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## Course Description

*Catalog Description: Concepts and principles of accounting, economics, finance, management, marketing, and quantitative methods relevant to developing successful strategy. Examine problem solving and business decision making. Appropriate for senior business majors during their last semester. Prerequisite(s): ACCT 2301, ACCT 2302, ECON 2301, FIN 3301, BUSI 3311, MGMT 3301 and MKTG 3301. A materials fee of \$45 is required for needed course materials (Globus).*

BUSI 4359 is a challenging capstone course that focuses on how firms formulate, implement, evaluate, and present strategies through written case study analysis, presentations and a computer-based business simulation. The course involves the integration of concepts and principles studied in accounting, economics, finance, management, marketing, quantitative methods, and other relevant business disciplines. This is a “big picture” course.

The course centers on the theme that a company achieves sustained success when its managers (1) have an astute, timely strategic game plan for the company, and (2) implement and execute the plan with proficiency. The problems and issues surrounding the tasks of crafting and implementing strategy cover the whole spectrum of business and management. Many variables and situational factors must be dealt with at once. Weighing the pros and cons of one strategic option versus another entails a total enterprise perspective and good judgment about how all of the relevant factors combine to shape what actions need to be taken.

The approach of the class is practical and problem oriented. The major part of the course will involve applying concepts, analytic frameworks, and intuition to the strategic issues that real world companies face. These issues

will be presented in case studies. For the class to work well – and for you to benefit from it – attendance and preparation for each class meeting is essential. This is an extremely intense course, which requires a substantial time commitment. It is designed to be taken by senior business majors during their last semester, but may be taken earlier if the necessary prerequisites have already been completed.

### **Course Level Objectives (CLO's)**

This course allows students to explore in-depth how and why a well-conceived and well-executed strategy nearly always enhances a company's long-term performance. Strategy involves the careful consideration of current and past contextual and organizational factors as well as imaginative and prospective consideration of what future alternatives are possible to realize. As such, this course requires students the use of both logical/analytic and the visual/creative thinking.

By the end of this course, students must be able to do the following:

- 1) To satisfactorily complete (70% of the points available or higher) an external analysis of a firm, including a detailed analysis of the competitive environment of the firm.
- 2) To satisfactorily complete (70% of the points available or higher) an internal analysis of a firm, including the identification of the (sustainable) competitive advantages of the firm and the resources and capabilities that lead to these advantages.
- 3) To satisfactorily complete (70% of the points available or higher) an assessment of the firm's current strategy, including the ability to identify the strategic problems of a firm and to develop solutions to a firm's strategic issues.
- 4) To satisfactorily complete (70% of the points available or higher) skills acquired in finance, accounting, marketing, and MIS courses to create a successful generic strategy to a firm.

In addition, this is a WRITING INTESTIVE (WI) course. WI courses are intended to foster the development of communication skills needed for effective participation in the (business) world. Effective communication (written, verbal and nonverbal) is a highly valued and marketable skill in any field. Surveys have shown that the ability to communicate well is ranked by business executives as first among the personal factors necessary for promotion. This course will focus on continuous improvement in written language.

### **Student Learning Outcomes**

#### **SPECIFIC COURSE LEARNING OBJECTIVES**

1. COURSE INTRODUCTION: In this section of the course, students will demonstrate their understanding of the overall design of the course, the specific course components involved, and the foundational terms upon which the course will build.

1.1. Students will read the contents of this course syllabus.

1.2. Students will identify the necessary elements for completing a case study analysis in this class (in preparation for completing a case study in later course modules) and an individual project.

1.3. Students will identify the terms and procedures from the Participant's Guide for the Glo-bus™ strategy simulation (in preparation for participation in the simulation).

1.4. Students will define and describe the terms strategy and the strategic management process.

1.5. Students will define and correctly utilize the vision, mission, and values framework.

2. STRATEGIC ANALYSIS (Strategy Module 1): Students will define the terms, describe the frameworks, and engage in the process of strategic analysis.

2.1. Students will define the components of external environment analysis, and conduct an external environment analysis for a real company.

2.1.1. Students will define and describe the components of the general environment, and conduct an analysis of the general environment of a real company.

2.1.2. Students will define and describe the components of the competitive environment, and conduct an analysis of the competitive environment of a real industry.

2.1.3. Students will define and describe the strategic groups framework, and conduct a strategic groups analysis for a real industry.

2.2. Students will define the components of internal environment analysis, and conduct an internal analysis for a real company.

2.2.1. Students will identify the components and distinctive features of the value chain analysis framework, and conduct a value chain analysis of both a firm and an industry.

2.2.2. Students will identify the components and distinctive features of the resource-based view of the firm, and conduct a resource analysis for a real firm.

3. STRATEGIC FORMULATION (Strategy Module 2): Students will identify the principles and processes of formulating strategy, and will formulate a strategy for a real company.

3.1. Students will identify the distinctive features of business-level cost leadership, differentiation, focus, and combination strategies, and create a set of strategic alternatives for a real company based on these strategies. Students will also implement one or more of these strategies as part of a course strategy simulation.

3.2. Students will identify different varieties of corporate diversification and the relative risks and benefits inherent in each.

3.3. Students will identify components of entrepreneurial strategy and competitive dynamics.

4. STRATEGIC IMPLEMENTATION (Strategy Module 3): Students will define the terms and principles of strategic implementation, and will develop a strategic implementation plan for a real company.

4.1. Students will identify types and principles of strategic controls and corporate governance, and demonstrate these principles as part of a strategic implementation plan for a real company.

4.2. Students will identify types and distinctive features of different organization structure types.

4.3. Students will identify the qualities, dimensions, and paradoxes of innovation and the basic principles involved in managing it

## Course Requirements

**This course requires extensive readings, active discussions, and diligent attention to the exercises. Each student will be expected to spend at least 8-10 hours a week on this course in addition to class time. This is particularly true during the first weeks of the class.**

- If a student cannot commit this amount of time and effort on this course, he or she must realize that it may be very difficult to earn a good grade.
- Failure to fully prepare for class is also a detriment to one's fellow students. It is the student's responsibility to thoroughly read the syllabus, fully understand all the requirements, and keep track of all important dates in order to be successful.

## SPECIFIC COURSE REQUIREMENTS/ASSESSMENTS

### A. Exams (200 Points each – 2 @ 200 points each)

There will be two noncumulative exams (midterm and final), each worth 200 points. **There will be no make-up or replacement exams.** Exams may be a combination of multiple choice and/or True or False. Exams will be based on assigned readings (textbook).

Preparing for an exam is an important part of the learning process – it takes weeks of preparations, not days or hours. Keeping up with readings, listening to lectures and working hard on the assignments are the best preparation for the exams. I will be highlighting information from the text as well as explaining some information that may need clarification or elaboration. I will NOT repeat everything in all chapters. It is important to note that test questions can come from information in the text that we did not cover in class. If you do not understand something in your textbook, please ask questions about it so I can clarify for you.

### B. Case Analysis (250 Points – 5 parts at 50 points each)

There will be five (5) parts to the case analysis component in this class. Each part will be completed in sequence according to the dates given in the schedule below. The five parts of case analysis are:

1. Company background, strategic profile and situation analysis
2. External and internal analyses
3. Strategic alternatives and recommendations
4. Final, fully-edited complete case document (includes parts 1 through 3 plus an introduction, conclusion, transitions, and an integrated bibliography)
5. Presentation (PowerPoint)

Each part of the case analysis will build on previous parts. Once a part is submitted I will try to grade and return it to you within 1 week so that your group can incorporate my feedback into your next submission. The only exception to this is the final week of class, when both your final case write-up documents and your presentations will be completed and submitted more or less simultaneously. Note that only part 4 of the case analysis (i.e., the complete, integrated case document) should include any actual written revisions of previous sections. In other words, your part 2 should take into consideration

any guidance I gave you from part 1, but you should not re-write part 1 and re-submit it when you submit part 2. Only in part 4 should you re-submit older sections as a part of your complete and final case analysis document.

The full details of each these assignments are posted on Canvas in the “Assessments” area. For additional guidance, please also see the Case Analysis Files folder on Canvas. These files are important—read them!

Please note that there is no minimum or maximum page limit for the case analyses individual parts or final submissions. However, experience has shown that most quality completed case studies fall in the 25-35 page range, but some are longer than this. Your case analyses are not trivial exercises, and should not be treated as such. Do not be tempted by these page totals to think that more information means higher grades. There may be some historical correlation between case length and grade, but this does not mean that simply making a case longer without enhancing its quality will get you a better grade. It won't.

Please also note that the case study is the capstone assignment in your capstone class. As such, it is meant to be integrative of all of the material in this course, as well as concepts and analytic frameworks from your other core business courses—finance, accounting, marketing, etc. In this respect it functions much like a comprehensive final exam for this course (and for your undergraduate business degree).

A detailed outline of what each case analysis should include is given on the course Canvas site. I will also include a detailed case study grade rubric (which I will use to evaluate your analyses) on Canvas. As mentioned above, I have also posted several additional help files in the Case Analysis Files folder on Canvas to guide your case study preparation. As they contain information which you are required to incorporate into your analyses, I highly recommend that you use them!

### **C. Relating to the Real World (150 Points)**

As much as it is important to understand the fundamental theories and concepts of Business Strategy, this class also focuses on applying the theoretical perspective to understanding real world phenomena. By researching a real world case on one of the topics that are covered during that week's lecture, we will bring textbook material to greater relevance in the business world we are in.

1. This is an individual assignment. You will need to pick a chapter of the textbook that you would like to do the assignment on between ch.3-12 and inform me by 9/8. In order to assure that you will be designated the chapter you chose, it is recommended to inform the instructor early to secure that chapter. If you do not pick a chapter, the instructor will randomly assign you a chapter for your assignment.
2. Then pick an article that covers an event or a case and is a good demonstration of the concepts or theories discussed in the chosen textbook chapter. You may want to begin by looking at the chapter's core concepts in bold print letters or some of the key theories introduced in the chapter. Articles in business magazines such as *Fortune*, *Bloomberg Businessweek*, *Financial Times*, *Forbes*, *The Economist* or others may be used. Make sure the article you choose is dated August 1, 2016 or sooner in order to keep yourself more up to date on business affairs. If needed, you may reference several articles that are covering the same event/issue to obtain a

more complete picture.

3. Write a 2-page report to explain how the article demonstrates core concepts or theories in the textbook. How is the article of your choice relevant to what we are learning in Business Strategy? You must demonstrate that you have a thorough understanding of the relevant concept/theory and explain the connections of the article to the teachings of the textbook. More specific grading details can be found in the Assignments area in Canvas. The written assignment is due at the beginning of class on the day the class schedule indicates that we will be covering the chapter you chose to do the assignment on.
4. You will also be required to make a 4-5 minute presentation on this assignment like you were reporting in a business meeting that will account for 30 pts (20%) of the points. The presentation is to be given on the day you turn in your written assignment.

### **D. Glo-bus Strategy Game (125 Points)**

In this course each student will individually take part in a competitive, computer-based business simulation. The strategy simulation counts for **125 total points** towards your final grade. Your performance in the simulation will be determined in the following manner. **15 points** of your final Glo-Bus grade will be based on a quiz covering the information from the user's manual for the simulation. The remaining **110 points** of your Glo-Bus grade is based on the actual performance of your firm when the simulation ends. Firm performance is a function of your ongoing decision making within the simulated industry and competitive environment. There are five factors that determine the performance of your firm within the simulation. Each of these factors is weighted equally. These factors are:

Earnings per share

Return on equity

Credit rating

Image rating

Stock price

### **E. Attendance and Participation (100 Points)**

There will be a **sign-in sheet** for each class period. Punctual class attendance is expected.

The instructor has the sole authority in assigning participation grades. **Use of cell phones, texting, emailing, and surfing the internet are forbidden during class hours.** Quality of class contributions will be weighted more heavily than quantity. Frequent and valuable participants are those who attend all of the lectures, and participate regularly.

- **Excellent class participation** is characterized by a student consistently attending class, making an insightful contribution to discussions and exercises, being well-prepared by having notes and demonstrating a superior understanding of the material.
- **Good class participation** is characterized by students consistently attending class and contributing to

discussions and exercises as well as being reasonably prepared with notes from the reading, while only occasionally demonstrating a good understanding of the material.

- **Poor class participation** is characterized by a student inconsistently attending class, rarely contributing to class discussion and exercise, and having no notes prepared for the readings.

## F. Peregrine Undergraduate CPC exam (75 Points)

The purpose of this exam is for us to be able to see what you have learned during the course of your program. Though not every question asked has been specifically taught, we are able to compare the general results to schools across the country. In a recent comparison, we found that on average our students scored slightly better than the national averages, which is great! This data is important to show our accrediting bodies when they come to visit.

The following instructions will help you access the exam and are also found in a folder labeled “Peregrine Exam Access Information” in Canvas under the “Modules” heading. On average, it probably takes about an hour and a half to complete. Please select the test that corresponds to your major, so we can accurately track the data:

To begin the registration process, please follow the on-screen instructions found at the following URL.

<https://micro.peregrineacademics.com/ct-tamus>

Your password is: TEX-1001

The registration process should take no more than 5 minutes to complete. Upon completion of your registration you will receive a confirmation email with your exam/course link for taking the exam, at the email address you provide to us.

If you have any problems with the registration process, please visit our technical support page at:

<http://www.peregrineacademics.com/support>

This exam is worth **75 points** of your course grade. It is a difficult exam and you simply might not have been exposed to some of the material needed to answer all questions, thus the results will be normed to calculate the exact points you will receive. **There is no need to study and it will take a couple of hours maximum.** Here is the likely conversion

70% or more right = 75

65-69.9% = 70

60-64.9% = 65

**55-59.9% = 60 – This is usually where our average student scores**

50-54.9% = 55

45-49.9% = 50

40-44.9% = 45

39.9% or less (as long as completed) = 40

You must complete this exam by 10/7 (Sat) or you will receive **0 points**.



## Grading Scale

*Note the C, D, and F Ranges Especially*

990-1100 = A - Excellent  
 880-989 = B - Good  
 770-879 = C – Acceptable  
 660-769 = D – Needs Improvement  
 659 or less = F – Unacceptable

Grades may also be adjusted at the end of the semester based on class results. This means that an average may qualify for a higher letter grade than the scale normally provides for, to facilitate an appropriate grade distribution.

## Posting of Grades and Late Work

I will try to have your work graded within 72 hours after it is due. Case analyses components will be returned in 1 week with feedback. Your grades are always posted and available in Canvas.

## Late work penalties – This should not be an issue with it being a Capstone course:

1. Peregrine Exam– NO credit will be given for late postings or completion.
2. All other assignments will lose 20% of the points available per day late.

## COURSE OUTLINE AND CALENDAR

Week 1 – Aug 28 <sup>th</sup> – Sept 3 <sup>rd</sup>	Semester Overview Chapter 1 (Strategic Management). <b>1. Email me any group preferences by Friday, September 1st.</b>
Week 2 – Sept 4 <sup>th</sup> – 10 <sup>th</sup>	NO CLASS – LABOR DAY
Week 3 – Sept 11 <sup>th</sup> – 17 <sup>th</sup>	Chapter 2 (Analyzing the External Environment of the Firm) <b>1. Inform the instructor of your choice of a textbook chapter for the Relating to the Real World assignment by Monday, Sept 11<sup>th</sup>.</b>
Week 4 – Sept 18 <sup>th</sup> – 24 <sup>th</sup>	Chapter 3 (Analyzing the Internal Environment of the Firm) <b>1. Relating to the Real World individual assignment begins</b>
Week 5 – Sept 25 <sup>th</sup> – Oct 1 <sup>st</sup>	Chapter 4 (recognizing a Firm’s Intellectual Assets) <b>1. Submit Company Background and Strategic Profile by 6 PM (18:00) on Monday, Sept 25<sup>th</sup> to Canvas AND bring a hard copy to class.</b> <b>2. Complete Glo-bus Quiz 1 between Sept 25<sup>th</sup> and 11:59PM (23:59) on Monday, Oct 2<sup>nd</sup></b>

Week 6 - Oct 2 <sup>nd</sup> – 8 <sup>th</sup>	Chapter 5 (Business Level Strategy) <b>1. Complete the Peregrine Exam by Saturday, October 7th.</b>
Week 7 – Oct 9 <sup>th</sup> – 15 <sup>th</sup>	Chapter 6 (Corporate Level Strategy)
Week 8 – Oct 16 <sup>th</sup> – 22 <sup>nd</sup>	<b>Midterm covering Chapters 1-6 during class on Monday, Oct 16<sup>th</sup>.</b>
Week 9 – Oct 23 <sup>rd</sup> – 29 <sup>th</sup>	Chapter 7 (International Strategy) <b>1. Submit External and Internal Analyses by 6 PM (18:00) Monday, Oct 16<sup>th</sup> to Canvas AND bring a hard copy to class.</b>
Week 10 – Oct 30 <sup>th</sup> – Nov 5 <sup>th</sup>	Chapter 8 (Entrepreneurial Strategy and Competitive Dynamics)
Week 11 – Nov 6 <sup>th</sup> – 12 <sup>th</sup>	Chapter 9 (Strategic Control and Corporate Governance)
Week 12 – Nov 13 <sup>th</sup> – 19 <sup>th</sup>	Chapter 10 (Creating Effective Organizational Designs) <b>1. Submit Strategic Alternatives &amp; Recommendations by 6 PM (18:00) Monday, Nov 13<sup>th</sup> on Canvas AND bring a hard copy to class.</b>
Week 13 – Nov 20 <sup>th</sup> – 26 <sup>th</sup>	Chapter 11 (Strategic Leadership). <b>1. The final Glo-bus Decision (Decision #9, Year 19) terminates at 11:59PM (23:59) on Monday, Nov 20<sup>th</sup>.</b>
Week 14 – Nov 27 <sup>th</sup> – Dec 3 <sup>rd</sup>	Chapter 12 (Managing Innovation and Fostering Corporate Entrepreneurship))
Week 15 – Dec 4 <sup>th</sup> – Dec 10 <sup>th</sup>	<b>Final Exam covering Chapters 7-12 during class on Monday, December 4<sup>th</sup></b>
Week 16 – Dec 11 <sup>th</sup> -14 <sup>th</sup>	<b>1. Submit Final Case Analysis by 6 PM (18:00) on Monday, Dec 11<sup>th</sup> to Canvas AND bring a hard copy to class.</b> <b>2. Group Presentation during class on Monday, Dec. 11<sup>th</sup></b>

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*NOTE: These descriptions and timelines are subject to change at the discretion of the instructor.*

### **Important University Dates:**

August 28, Add/Drop/Late Registration begins  
 August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes  
 September 1, Priority Deadline to Submit Graduation Application  
 September 4, Labor Day, CAMPUS CLOSED  
 September 5, Last day to drop 1st 8-week classes with no record  
 September 13, Last day to drop 16-week classes with no record  
 September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W  
 October 6, Deadline to submit graduation  
 October 20, Last day to withdraw from the University (1st 8-week classes WF)  
 October 23, Add/Drop/Late Registration begins, 2nd 8-week classes  
 October 26, Add/Drop/Late Registration ends, 2nd 8-week classes  
 October 30, Last day to drop 2nd 8-week classes with no record  
 November 10, Veteran's Day  
 November 10, Last day to drop with a Q or withdraw with a W (16-week classes)  
 November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W  
 November 23-24, Thanksgiving, CAMPUS CLOSED  
 December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 15, Last day to file for Degree Conferral (Registrar's Office)

December 15, Commencement (End of Fall Term)

December 25-January 1, WINTER BREAK

## General Class Policies

**Demonstrate PROFESSIONAL INITIATIVE** at all times by taking responsibility for one's own performance in the course, as well as for any opportunities one may be able to take to enhance the course for others. This should be demonstrated vis-à-vis course assignment details, course deadlines (and personal time management, generally), contributions to group work, use of required course technology, and the anticipation and competent management of contingencies relating to oneself and to others that may affect one's performance in the course (e.g., job, family, other courses).

**Demonstrate PROFESSIONAL COURTESY** at all times by maintaining a professional tone in all communication with all persons involved with this course: peers, professor, teaching assistant, etc. This includes any communication that may involve reporting interpersonal conflict, engaging in discussions or disputes, or giving / responding to negative feedback. Professional courtesy also includes a commitment to listening well, and to engaging in meaningful dialogue where other parties are given ample opportunity to contribute to the discussion or assignment at hand without fear of disruption, retribution, or unwarranted criticism. Finally, it also includes common courtesies such as letting group members know in advance if you going to be unavailable for a scheduled meeting, or if you are going to miss an agreed-upon deadline due to an unforeseen disruption.

**Demonstrate PROFESSIONAL INTEGRITY** at all times by complying with all guidelines and restrictions regarding the completion of student work, the use of external sources, and the general compliance with the TAMUCT academic integrity policy, and the giving of specific, accurate, and timely peer performance evaluation.

**Demonstrate a commitment to PROFESSIONAL DEVELOPMENT** at all times by reading, comprehending, integrating, and applying all textbook and other reading materials, audio and video supplements to all course assignments and activities (as measured by exams, cases, simulation, reviews etc.), and by successfully completing all assignments and activities to the best of one's abilities at the present time.

**Demonstrate PROFESSIONAL MATURITY** at all times by accepting the circumstances under which one has chosen to attempt to complete this course, and by accepting the evaluation of one's work by one's peers and/or instructor without complaining or resorting to irrelevant appeals (e.g., "this could hurt my GPA," "I was really busy," etc.). This is notwithstanding any exceptional situations in which a student is able to provide written documentation that a legitimate, objective evaluation error has been made, or in which normal evaluation policy should be set aside because of a documented emergency.

## Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements.

**This course will use the TAMUCT Instructure Canvas learning management system.**

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### Technology Support.

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): <http://hdc.tamu.edu>

*When calling for support please let your support technician know you are a TAMUCT student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

## COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES

### Drop Policy.

If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar’s web page](#):

<https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Academic Integrity.

University Statement: Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness,

respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

**My Statement:** All work in this course is to be done individually with the exception of the Case Analysis. You may get the rare/occasional assistance from other students about where you found certain information/answers, but I don't want to see close/identical answers. I have a pretty good eye for this, as my memory is pretty good! If you need help, ask me! Any instance of academic dishonesty will likely result in an F in my course. I have taught this course long enough that I can tell if you are collaborating or not, despite the fact that your answers may differ slightly.

### **Academic Accommodations.**

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion webpage: https://www.tamuct.edu/student-affairs/access-inclusion.html](https://www.tamuct.edu/student-affairs/access-inclusion.html)

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#), please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

### **Tutoring.**

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at [k.wood@tamuct.edu](mailto:k.wood@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University – Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the Summer semester (June 5, 2017 to July 27, 2017). Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [homepage](https://tamuct.libguides.com/):  
<https://tamuct.libguides.com/>

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].