

BUSI 4359 COURSE SYLLABUS

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

Course Information

<i>Course Number/Section</i>	BUSI 4359-120
<i>Course Title</i>	Business Strategy
<i>Term</i>	Spring 2018
<i>Days & Times</i>	Online
<i>Class Location</i>	Canvas

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>	12.30-1pm & 2.15-6pm on Tuesdays; 12.30-1pm & 2.15-3.30pm on Thursdays or by appointment
<i>Student-instructor interaction</i>	The easiest way to contact me is through email. I will respond within 24 hours to emails received on weekdays. My response may take longer on weekends but I will check my emails more often during 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 100% online course and uses the TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>]. 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 at a minimum.

911 Cellular

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

911Cellular 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 911Cellular, 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 should be an incredibly 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 – consistently keeping up with the class schedule and weekly assignments are 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 utilize (70% of the points available or higher) the skills acquired in finance, accounting, marketing, and MIS courses to create and execute a successful generic strategy for a hypothetical 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.

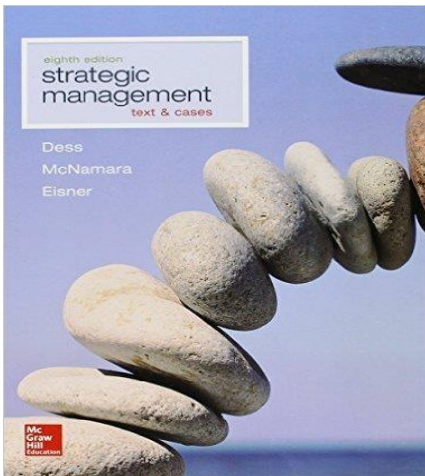
4. STRATEGIC IMPLEMENTATION (Strategy Module 3): Students will define the terms and principles of strategic implementation, and will develop a strategic implementation plan for a real company.

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.

Required Textbook



The required text for this course is:

Strategic Management: Text and Cases (8th edition) by Dess, McNamara, and Eisner. McGraw-Hill Irwin. ISBN: 978-1259278211

(the 7th 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 8th 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

The 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.

General 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 (380 Points – 2 @ 190 points each)

There will be two noncumulative exams (midterm and final), each worth 180 points. **There will be no make-up or replacement exams.** Exams may be a combination of multiple choice, True or False, and short/answer essay. Exams will be primarily based on assigned readings (textbook), but the supplemental materials in Canvas will definitely be the subject of some exam questions.

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. Personal Bio (10 Points)

Your bios should be posted in the “Discussions” area in Canvas by **Saturday, January 21st**. Include a recent photo of yourself (you may email me one as well) and the following items:

1. Your name
2. Major
3. Plans after graduation
4. An answer to the following question: “In 5 years I will consider myself a success if...”
5. What you hope to get out of this class (i.e., beyond a grade, credit hours, or a diploma)
6. Hobbies and interests
7. An interesting fact about you
8. A description of what sort of team member you would be, including what specific skills and competencies you possess, what your work ethic is like, what your time availability this semester is, what your level of motivation is, and what your personality is like.

C. Case Analysis (290 Points – 3 parts at 50 points each, one at 60 points and one at 80 points)

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 general environment analysis – 50 points
2. Competitive environment and internal analyses - 50 points
3. Strategic alternatives and recommendations – 50 points
4. Presentation – 60 points
5. Final, fully-edited complete case document (includes parts 1 through 3 plus an introduction, conclusion, transitions, and an integrated bibliography) - 90 points

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 5 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 5 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 a maximum page limit of 12 pages (not including tables, charts, or references) for each of parts 1-3 and a maximum of 36 pages (not including tables, charts, or references) for the complete document to be submitted at the end of the semester. Your work does not necessarily need to reach the full maximum length permitted as quality is more important than the quantity of your writing. 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). In addition, the parts are designed to cover what is discussed in the lectures at the time the assignments are due so it is recommended that you thoroughly read the textbook, understand the key concepts and apply as many of the course concepts in your analyses as possible so that you become familiar with using some of the new analytical tools we learn in class.

A detailed outline of what each case analysis should include is given on the course Canvas site. I have also included 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!

Your personal grade for the group case analysis assignment may be adjusted when your participation and contribution are sub-standard. Each group should consist of 2-3 people.

D. Relating to the Real World (120 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 pick a chapter of the textbook that you would like to do the assignment on. **Please inform the instructor of your chapter choice within the first week of the semester.** Then pick an article that covers an event or a case and is a good demonstration of the concepts or theories discussed in that textbook chapter. Be sure to choose an article that covers an event or a case rather than a prescriptive article (eg., The 5 best ways to XXX) as the purpose of this assignment is to be able to find examples of theoretical concepts in real companies of the world. 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 January 1, 2016 or later in order to keep yourself and the class 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.
2. Write a 2-page report both summarizing the article and, more importantly, explaining 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. This is particularly important because the article may not use the same vocabulary or the same framework as the ones we learned in class to describe the event. However, having learned the theoretical framework/concept, you should be able to identify the underpinnings of different business events and what the fundamental issues are. More specific grading details can be found in the Assignments area in Canvas. This will account for 80 of the points. A rubric can be found in Canvas with the assignment instructions.
3. 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 40 points of the grade. Please upload the presentation before the week the class is scheduled to cover the chapter of your choice so that I may grade your presentation and also upload it for the rest of the class to view. The written

portion of the document will not be shared with the rest of the class. A rubric can be found on Canvas.

Below are the deadlines for Relating to the Real World submission depending on the chapter you choose. Please submit your written paper and recorded presentation to Canvas by **11:59PM (23:59) of the Wednesday prior to the week the chapter will be covered in lecture.**

Ch. 3 – Jan. 24

Ch. 4 – Jan. 31

Ch. 5 – Feb. 7

Ch. 6 – Feb. 14

Ch. 7 – Feb. 28

Ch. 8 – Mar. 7

Ch. 9 – Mar. 21

Ch. 10 – Mar. 28

Ch. 11 – Apr. 4

Ch. 12 – Apr. 11

E. Discussions (60 Points – 3 @ 20 points each)

You will be required to contribute and participate in three discussions throughout the semester. The exact REQUIREMENTS for each discussion may be found in the “Assignments” section on the left side of Canvas. You must both post in the discussion board and then copy your posts to submit to me in a MS Word document for credit. There will also be a link in the course module week when the discussions are due that will take you to the requirements as well.

F. Glo-bus Strategy Game (140 Points)

In this course each student will individually take part in a competitive, computer-based business simulation. The strategy simulation counts for **130 total points** towards your final grade. Your performance in the simulation will be determined in the following manner. **10 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 **130 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

G. Peregrine Undergraduate CPC exam – Bonus opportunity

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 offers up to **20 bonus points** to your course grade depending on the score you receive on the exam. 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 = 20 bonus points
 65-69.9% = 17
 60-64.9% = 15
55-59.9% = 13 – This is usually where our average student scores
 50-54.9% = 11
 45-49.9% = 9
 40-44.9% = 7
 39.9% or less (as long as completed) = 5 bonus points

You must complete this exam by **Saturday, March 24th**, or you will not receive **any bonus points**.

Grading Scale

Note the C, D, and F Ranges Especially

900-1000 = A - Excellent
 800-899 = B - Good
 700-799 = C – Acceptable
 600-699 = D – Needs Improvement
 599 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

Your GLO-BUS grades will be posted following the completion of the simulation towards the end of the semester. Also, your Peregrine Exam scores and Discussion grades should be posted within 72 hours after they are due. Case analyses components and the “Relating to the real world assignment” should be returned within seven days 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. **Discussions and the Peregrine Exam– NO credit will be given for late postings or completion.**
2. **All other assignments will lose 20% of the points available after the deadline.**
3. **If you fail to take an exam without notifying me prior to the exam window, you can score no higher than the lowest grade a class member received who took it on time and *only if I agree the excuse warrants allowing a make-up.***

COURSE OUTLINE AND CALENDAR

Week 1 – Jan 16 th – 21 st	<ol style="list-style-type: none"> 1. Familiarize yourself with the course requirements, most notably the Case Analysis Project and Glo-bus. 2. Complete the required readings and listen to the audios for Chapter 1 (Strategic Management). 3. Complete Personal Bio Post by 11:59PM (23:59) on Sunday, Jan 21st.
Week 2 – Jan 22 nd – 28 th	<ol style="list-style-type: none"> 1. Complete the required readings and listen to the audios for Chapter 2 (Analyzing the External Environment of the Firm) 2. Email me any group preferences by Monday, Jan 22nd 3. Email me your choice of chapter for Relating to the Real World by Mon, Jan 22nd 4. Begin submitting “Relating to the Real World” assignment by 11:59PM (23:59) Wednesday, Jan. 24th. 5. Glo-bus on-line tutorial from Mr. Miller on main campus Room/time TBD
Week 3 – Jan 29 th – Feb 4 th	<ol style="list-style-type: none"> 1. Complete the required readings and listen to the audios for Chapter 3 (Analyzing the Internal Environment of the Firm) 2. Complete GLO-BUS Practice Decision 1 (PY 11) by Monday, Jan 29th.
Week 4 – Feb 5 th – 11 th	<ol style="list-style-type: none"> 1. Complete the required readings and listen to the audios for Chapter 4 (recognizing a Firm’s Intellectual Assets) 2. Complete GLO-BUS Practice Decision 2 (PY 12) by Monday, Feb 5th. 3. Complete and Submit Discussion #1 by 11:59PM (23:59) by Wednesday, Feb 7th.

Week 5 – Feb 12 th – 18 th	<ol style="list-style-type: none"> 1. Complete the required readings and listen to the audios for Chapter 5 (Business Level Strategy) 2. Submit Company Background and Strategic Profile by 11:59PM (23:59) Monday, Feb 12th. 3. Complete GLO-BUS Quiz 1 between Jan 29th and 11:59PM (23:59) on Monday, Feb 12th 4. Complete GLO-BUS Decision 1 (Y 6) by Monday, Feb 12th.
Week 6 – Feb 19 th – 25 th	<ol style="list-style-type: none"> 1. Complete the required readings and listen to the audios for Chapter 6 (Corporate Level Strategy) 2. Complete GLO-BUS Decision 2 (Y 7) by Monday, Feb 19th
Week 7 – Feb 26 th – Mar 4 th	<ol style="list-style-type: none"> 1. Complete GLO-BUS Decision 3 (Y 8) by Monday, Feb 26th. 2. Complete Exam #1 covering Chapters 1-6, between 8AM (08:00) on Wednesday, Feb. 28th and 11:59PM (23:59) on Thursday, Mar 1st.
Week 8 – Mar 5 th – 11 th	<ol style="list-style-type: none"> 1. Complete the required readings and listen to the audios for Chapter 7 (International Strategy) 2. Submit Competitive and Internal Analyses by 11:59PM (23:59) on Monday, Mar 5th 3. Complete GLO-BUS Decision 4 (Y 9) by Monday, Mar 5th.
Mar 12 th – 18 th	Spring Break
Week 9 – Mar 19 th – Mar 25 th	<ol style="list-style-type: none"> 1. Complete the required readings and listen to the audios for Chapter 8 (Entrepreneurial Strategy and Competitive Dynamics) 2. Complete GLO-BUS Decision 5 (Y 10) by Monday, Mar 19th. 3. Complete the Peregrine Exam by Saturday, Mar. 24th.
Week 10 - Mar 26 th – Apr 1 st	<ol style="list-style-type: none"> 1. Complete the required readings and listen to the audios for Chapter 9 (Strategic Control and Corporate Governance) 2. Complete GLO-BUS Decision 6 (Y 11) by Monday, Mar 26th. 3. Complete Discussion #2 by 11:59PM (23:59) on Wednesday, Mar. 28th.
Week 11 – Apr 2 nd – 8 th	<ol style="list-style-type: none"> 1. Complete the required readings and listen to the audios for Chapter 10 (Creating Effective Organizational Designs) 2. Complete GLO-BUS Decision 7 (Y 12) by Monday, Apr 2nd.
Week 12 – Apr 9 th – 15 th	<ol style="list-style-type: none"> 1. Complete the required readings and listen to the audios for Chapter 11 (Strategic Leadership) 2. Complete GLO-BUS Decision 8 (Y 13) by Monday, Apr 9th. 3. Submit Strategic Alternatives & Recommendations by 11:59PM (23:59) Monday, Apr 9th.
Week 13 – Apr 16 th – Apr 22 nd	<ol style="list-style-type: none"> 1. Complete the required readings and listens to the audios for Chapter 12 (Managing Innovation and Fostering Corporate Entrepreneurship) 2. Complete GLO-BUS Decision 9 (Y 14) by 11:59PM (23:59) on Monday, Apr 16th .

- Week 14 – Apr 23rd – Apr 29th **1. Final exam covering Chapters 7-12, between 8AM (08:00) on Sunday, April 29th and 11:59PM (23:59) on Monday, Apr 30th.**
2. Complete the final GLO-BUS Decision 10 (Y 15) by 11:59PM (23:59) on Monday, Apr 23rd .
- Week 15 – Apr 30th- May 6th **1. Complete Discussion #3 by 11:59PM (23:59) on Wednesday, May 2nd.**
2. Submit Case Analysis Presentation by 11:59PM (23:59) on Thursday, May 3rd.
- Week 16 – May 7th – May 11th **1. Submit Final Case Analysis Paper by 11:59PM (23:59) on Mon., May 7th.**

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

Important University Dates:

- January 18th ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
- February 2nd Priority Deadline to Submit Graduation Application
- March 2nd Deadline to Submit Graduation Application for Ceremony Participation
- March 30th Last day to drop a 16-week course with a Q or withdraw with a W
- April 2nd Scholarship Deadline
- April 2nd Registration begins
- April 27th Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)
- May 7th -11th Finals Week
- May 11th Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
- May 11th Spring Term Ends
- May 11th Last day to withdraw from the university (16 week and 2nd 8 week classes)
- May 11th Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
- May 12th Commencement Ceremony Bell County Expo Center 7:00 p.m.
- May 13th Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)

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 A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

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

Password: Your MyCT password

General Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

Please let the support technician know you are an A&M-Central Texas 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 University-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>].

Texas A&M University-Central Texas 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 online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring.

Tutoring is available to all A&M-Central Texas 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 Larry Davis at imdavis@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 A&M-Central Texas 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. – This may be very helpful with your writing assignments!

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-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. 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) or by making an appointment via WOnline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. 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.

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 A&M-Central Texas 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 A&M-Central Texas 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 Library website [<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>].