



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

COLLEGE *of* BUSINESS ADMINISTRATION

Introduction to the Global Business Environment - 80245

BUSI 3344 – 140

Fall semester: 27 August – 14 December 2018

INSTRUCTOR, COMMUNICATION & ONLINE LEARNING COMMITMENT

Instructor: Dr. Anne Sluhan

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Office Hours: Mondays 14.15 – 16.30, Wednesdays 14.15 – 18.00, and by appointment

Mode of instruction and course commitment:

This course is a 100% online course utilizing the TAMUCT Canvas learning management system for class communications, content distribution, and assessments. Students will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, quizzes, and resource links via the Course web site.

Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. This graduate course is extremely time intensive. In addition, it includes a team project in which your colleagues will be dependent on you to be contentious and put in the time necessary to perform at a high level. Be sure you are ready and willing to meet these time and workload challenges.

Student-instructor interaction: I am accessible mainly through Canvas messaging, which I check daily during the week. I will endeavor to respond within 24 hours during the week.

Online Office Hours: During the office hours listed above I will be at my office and available online. I also encourage students to interact with me during office hours to ask questions about upcoming assignments, get clarity on course concepts, and/or review grading status in the course. If you wish to speak by phone, please email me your phone number and best times to call. If you wish to access the course web conferencing room (WebEx) during office hours, please send me a message.

UNILERT: Emergency Warning System for Texas A&M University – Central Texas. UNILERT 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 and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at <http://TAMUCT.org/UNILERT>

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 INFORMATION

Textbook

International Business: The Challenges of Globalization, 8/E. Authors: John J. Wild & Kenneth L. Wild. Publisher: Pearson. ISBN 978-0-13-386624-7.

Course overview

This course covers key concepts and issues in the current global business environment. Political, financial, cultural, and regulatory effects on firm-level operations will be emphasized.

Course objectives

This course is designed to increase the student's understanding of the complexity and the continuously evolving nature of Global Business. The course will introduce concepts including but not limited to the role of trade, investment liberalization, economic integration, and the multinational enterprise. The influence of cultural, social, religious, economic, political, geographic, philosophical, and environmental forces on competitiveness of an international business will be examined.

Student learning outcomes (SLOs)

At the conclusion of the course the student should be able to:

- a. Develop cross-cultural skills to interact with people from diverse cultures in business settings.
- b. Analyze cultural, political, economic, and competitive forces at work in the global environment.
- c. Explain the motivations for and methods of entering international business markets.
- d. Identify specific trade and investment theories.
- e. Understand the impact of government intervention and trade agreements on global business decisions at both the micro and macro levels.
- f. Select appropriate entry modes to match strategic international business objectives.
- g. Apply principles of marketing and management to doing business in various countries.

INSTRUCTOR POLICIES

Student Participation

We learn from sharing our knowledge, our ideas, and our experiences while simultaneously considering input from other students. Each of us approaches our online classroom with a wealth of knowledge. Your

contribution to discussions is important and creates value for your colleagues. Therefore, student participation is required.

Class Attendance

Regular participation in online discussion is critical to your understanding of the course material and assignments.

Make-Up Policy

If the student has a legitimate reason for missing an exam and has notified the instructor before the exam has been given to the class (or, in the case of an emergency, as soon as possible after the exam), a makeup exam can be arranged.

Spelling, grammar, and writing skills for reports

You will be evaluated on the content of all written assignments. Enrique Jardiel Poncela stated, "When something can be read without effort, great effort has gone into its writing." Writing is a consistently challenging endeavor. This course provides you an opportunity to hone your communication skills about the topic at hand. You are challenged to write in a professional, concise, and logical manner. Our brilliant world of electronic resources eradicates all excuses for poor spelling and grammar. While a few minor mistakes will likely not affect your grade, I reserve the right to remove of up 10% of the points of a written assignment for excessively bad grammar and spelling. You are encouraged to always proofread your work (at a minimum), utilize spelling and grammar checking tools, and obtain help from the University Writing Center.

COURSE REQUIREMENTS

Syllabus Changes: Dr. Sluhan reserves the right to make changes to this syllabus should circumstances during the semester warrant. Should this occur, a new syllabus will be posted on the Course Web Site with a different date in the file name, and students will be advised via a course message and announcement of the syllabus change.

Late Submissions: Unless otherwise stated, late submission of written work, presentations, etc. will result in a grade reduction of 10% for each day it is late (maximum of 30 %). No submissions will be accepted beyond 3 Days unless arrangements are made before the due date.

INDIVIDUAL COURSE COMPONENT (600 POINTS)

Attendance and Contribution to the Class (50 points)

Students earn points by regularly participating in online discussions.

Cultural Interview Report (100 points)

The cultural interview is to be conducted with a person who has a different nationality from yours, or is of a different national origin. A single-spaced report of 1 page maximum should be submitted (see calendar for due date). The recommended outline for the report will be provided during class.

Exam 1, Exam 2, and Exam 3 (3 x 150 points)

Three examinations will be given over the semester. Exams will be based on chapters studied in class.

GROUP COURSE COMPONENT (400 POINTS)

Important note on group assignments: A significant objective of this course is to help you further develop your cultural sensitivity and your ability to collaborate with people of different backgrounds. To this end, it is my goal to foster a learning experience by requiring groups to display a high level of diversity. I will not re-assign students after the initial groups have been formed. However, if any group member feels that another student does not contribute a fair share of work, the following adjustment mechanisms may be available by request:

Peer Evaluations: All group members are expected to do their fair share of work. If a group member is not pulling her/his weight, any other group member can contact me to request a group peer-evaluation at the end of the semester. If a group elects to do a peer review, each group member will fill out an evaluation form based on a 5-point scale. A student needs an average rating of 2.5 to receive the full group grade. Students receiving an average grade below 2.5 and above 1.5 from the other group members will see their group grade reduced by 40%. If a student has an average group grade under 1.5, this student will receive zero points on the group work component of the course. If no peer review has been requested, then I will understand the work was shared fairly, and thus all students will receive the same grade.

Firing Policy: If groups are unable to work together, they have the right to “fire themselves” or to fire another group member. We expect you are capable of resolving the issue before you make the decision to ‘fire’ a fellow student. If a student is fired, s/he will select a new country and complete all group assignments by her/himself. ‘Firing’ is considered to be a last resort.

Important Note on Country Choice: Once assigned to a group, your group will be required to choose a country. You will study this country for the entire group work component of this class (i.e., the country research group reports, the final country group report, and the final country group presentation). A list of countries to choose from will be provided.

Country Research Group Reports (2 x 50 points)

Group country reports are intended to prepare you for the final country report and presentation. There will be two broad topics to be researched: one related to trade and monetary environment, and the other related to international opportunity and entry. The country research group reports are not included in the final country group report.

Final Country Group Report (200 points)

By the end of the semester, your group will be expected to provide a full business report regarding the entry of a new product in your selected country. This report will include two major components: a country analysis (including an analysis of political, legal, economic, monetary, trade, and cultural environments) and

a proposed plan for new product entry (including an analysis highlighting the challenges and opportunities of doing business in your chosen country, a firm-level analysis, a competitor analysis, and an entry strategy). Instructions for the report will be presented online.

Final Country Group Presentation (100 points)

Each group will present their country group report online. Groups will be expected to make a professional presentation. Each group member is expected to present a share of the project to the class. More instructions about the final presentation will be discussed during the semester.

Summary of grading criteria

Assessments:	Points	Percentage
Attendance and contribution to the online class	50	5%
Cultural Interview	100	10%
Exam 1	150	15%
Exam 2	150	15%
Exam 3	150	15%
Country Research Group Reports (CRGR) (2 x 50)	100	10%
Final Country Group Report	200	20%
Final Country Group Presentation	100	10%
<u>Total points:</u>	<u>1000</u>	<u>100%</u>

Note: Final grades will be calculated using a standard scale (900-1000 points=A, 800-899 points=B, 700-799 points= C, 600-699 points=D, less than 600 points= F). Students begin the class with 0 points and earn points throughout the semester. Although changes to this grading criteria are rare, I reserve the right to adjust point allocation based on the pace of the class. Grades will be posted on Canvas on a regular basis.

COURSE OUTLINE AND ASSIGNMENTS

Note: Adjustments might be made to this outline depending on the pace of the class.

Week	Activity	Due
1	Course Syllabus, Student Profiles, Class Questions Chapter 1: Globalization	Student profiles (in class)
2	Chapter 2: Cross-Cultural Business Guidelines and instructions for the cultural Interview	
3	Chapter 3: Political Economy and Ethics	Cultural interview
4	Chapter 4: Economic Development of Nations Group formation, country choice, group work instructions	Country/Group choice (in class)
5	Exam 1 – Chapters 1, 2, 3, and 4.	
6	Chapter 5: International Trade Theory	
7	Chapter 6: Political Economy of Trade	
8	Chapter 9: International Financial Markets	
9	Chapter 11: International Strategy and Organization	
10	Exam 2 – Chapters 5, 6, 9, and 11.	Country Research Group Report #1
11	Chapter 12: Analyzing International Opportunities	
12	Chapter 13: Selecting and Managing Entry modes	
13	Chapter 14: Developing and Marketing Products	
14	Chapter 16: Hiring and Managing Employees	Country Research Group Report #2
15	Exam 3 – Chapters 12, 13, 14, and 16.	
16	Country Project Group Presentations	Final Group Country Report due.

CLASS POLICIES

Classroom Policies: I expect you to treat this course like a job: Be professional in your speech, your writings including posting on Canvas and communications to me, and most importantly, communications to your class and team members.

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave professionally and courteously toward another student and the professor, and respect the rights of others at all times. Failure to do so will be cause to report the offending student(s) to Academic Affairs.

Netiquette: Netiquette refers to appropriate ways of communicating through the Internet. It is very

important to any online course including this course.

Here are some specific policies for this course:

- You do not dominate any discussion. You will let other students give input in the discussion.
- You do not use aggressive and/or offensive language to present your ideas or opinions to other students or the instructor.
- You do not use sarcastic language when you do not agree with another student or the instructor. Therefore, be cautious in using your humor and make sure you are just being humorous, NOT sarcastic.
- Popular emoticons such as ☺ can be helpful to convey your tone in your reply to another student in discussion but do NOT overuse them.
- You do not make fun of another student's ability to read or write.
- You should be open-minded and listening to others' opinions.
- You do not ever use Internet slangs like "LOL," "Q4U," and "C U" in your postings and emails.
- You always think, edit, and proofread your postings and emails before you push the "send" button to make sure your spelling and grammar is correct.
- You do not ever post your entire reply using all bold upper-case letters – it is hard on the eye and can be interpreted as "yelling" according to Internet language.
- You respect diversity (e.g., gender and ethnicity) in your communications.
- Your postings should be direct, to the point, and relevant. You do not include wordy sentences that do not add any value to the discussion.
- You should be patient and read all other discussions before you add something. This will help you avoid repeating something someone else has already contributed.

Continued enrollment in this course indicates agreement with these policies.

PROFESSIONAL WRITING AND COMMUNICATION STANDARDS

Course Standards: Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues should be kept professional, including Discussion Board postings and email/messaging correspondence. For written assignments, all work should be proofread, free of grammatical errors, include proper citations and be in accordance with American Psychological Association (APA) standards, including one inch margins and 12 pitch Times New Roman font. For information on APA standards and correct citation formats consult the [APA Publication Manual](#), and/or link to the Library and Research sources on the course menu. These key links include:

Overview library guide for citing:
<http://tamuct.libguides.com/c.php?g=206634>

Purdue Online Writing Lab for APA:

<https://owl.english.purdue.edu/owl/section/2/10/>

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/) [https://tamuct.libguides.com/].

University Library Services: Information literacy focuses on research skills which prepare individuals to live and work in an information-centered society. Library research skills are another critical tool in the business world, and will be required for this class in conjunction with the final Team Case Project.

Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at:

<http://www.tamuct.edu/departments/library/index.php>

Library databases that would be particularly helpful for the projects in this class are contained in the Management Library Guide:

<http://tamuct.libguides.com/c.php?g=117073&p=762177>

These databases, such as Business Source Complete and Hoover's, go well beyond what students can find by just "googling" their company. These resources are not available to the general public,

your University fees pay for these articles, which are in-depth and provide the depth you need to provide credible information on your case analyses.

The TAMUCT librarians are available to assist distance learning students doing research. Ms. Margaret Dawson is the lead Business Librarian and she is available to assist you and your team with your research. Her email is madawson@tamuct.edu; she is Canvas proficient and can meet with you via chat, web-conferencing, in-person or phone.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Canvas Competency and Computer/Internet Access: This course will use the TAMU-CT Canvas Learn learning management system (LMS) for class communications, content distribution, and assessments.

For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course and taking it a semester when a face to face option is offered.

As of this Syllabus's printing Chrome is the suggested browser to use with TAMUCT's Canvas LMS (please note this could change).

Computer Compatibility: Be sure to check browser compatibility for all computer you use for this course. This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. Issues with technology or your personal computer are not allowable reasons for missing a deadline, be sure you have the correct computer configurations and have a back-up computer available.

Your ability to function well within the Canvas system will improve your success in this course. Links are provided via your Dashboard to become more proficient on the Canvas LMS, be sure to access and view these resources.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

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

Other Technology Support: For technological or computer issues, 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>

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

For issues related to course content and requirements, contact Dr. Fry. The Course Q&A Discussion Forum on the course web site is specifically for this purpose, please post questions to this forum so all students can benefit from my responses. Canvas email should be used if the issue is an individual one.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy: If you discover that you need to drop this class, you must complete a Drop Request Form [Drop Request Form](#)

[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

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: 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.

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/departments/access-inclusion>].

Important information for Pregnant and/or Parenting Students. 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>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@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: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays. For more see the UWC's orientation video. <http://www.kaltura.com/tiny/kf5zv>

The UWC is also continuing with synchronous online writing tutoring this semester, which has grown substantially over the past two semesters. 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](#) at [<https://tamuct.mywconline.com/>]. Using WOnline, students can schedule video consultations with trained UWC tutors, and they will be able to work with UWC tutors from the comfort of their own homes!

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 UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.