

**Online BUSI 3344-130, CRN 10253, Introduction to Global Business Environment**

Fall 2020

Texas A&M University-Central Texas

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**Office:** Virtual - Online

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**Email:** Canvas “Inbox”. It is recommended that you keep course-related communication inside Canvas (Click on “Inbox” and then on the icon to compose a new message). Use my TAMUCT email only when Canvas is not available ([dnoelting@tamuct.edu](mailto:dnoelting@tamuct.edu)).

**Office Hours:**

By appointment for virtual meetings via Skype (d.noelting), What’s App, or similar.

**Mode of instruction and course access:**

- This course is a 100% online course using TAMUCT’s Canvas Learn system (<https://canvas.instructure.com/>). *An online course offers great flexibility but only students with strong self-discipline can enjoy the benefit and succeed in passing the course.* Students often find an online course more time consuming than a traditional face-to-face course. Specific guidelines for taking an online course using TAMUCT’s Canvas classroom are available in several short topics under the “Modules” tab on the left-hand menu (then click “Canvas LMS Orientation”).
- **Note:** *Technology issues are not an excuse for missing a course requirement or deadline – make sure your computer is configured correctly and address issues well in advance of deadlines.*
- Specific technical guidelines for using online course materials in TAMUCT’s Canvas classroom are available below in the “**TECHNOLOGY REQUIREMENTS AND SUPPORT**” section of this syllabus and in the same topic in the TAMUCT’s Canvas classroom under the “Modules” tab on the left-hand menu (then click “Canvas LMS Orientation”).
  - Tutorials for using Canvas can be found under the “Canvas Help” tab in the online classroom.
  - To check browser specifications: <https://community.canvaslms.com/docs/DOC-10720-67952720329>
  - To check computer specifications: <https://community.canvaslms.com/docs/DOC-10721-67952720328>

**Student-instructor interaction:**

During office hours listed above, I will be available for virtual meetings via Skype, What’s App, or similar. If you wish to meet by phone or web-conference, please email me your availability and I will respond with a confirmed time. I check my emails daily during weekdays and will respond to your messages within 24-48 hours. I check Canvas daily, M – F, but less frequently Saturday and Sunday. *Occasionally, a University meeting or conference travel will preempt a prompt response to your message. When this occurs, I will post a message via an Instructor Announcement in Canvas.*

## **Warrior Shield:**

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] 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.

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

This course will use the A&M-Central Texas Instructure Canvas learning management system. **The latest version of Chrome browser is strongly recommended. Canvas no longer supports any version of Internet Explorer.**

### **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

### **Technology Support:**

1. For TAMUCT log-in problems, 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]

*Please let the support technician know you are an A&M-Central Texas student.*

2. For issues with Canvas,

- Select “chat with Canvas support,”
- Submit a support request to “Report a Problem” or
- Call the Canvas support line: 1-844-757-0953
- Links to all are found inside of Canvas using the “Help” link.

3. For issues with your Pearson Prentice-Hall product

- CALL: (800) 328-5999

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

## **COURSE INFORMATION**

**Course Overview and Description:** This course offers a broad coverage of key concepts and issues in the 21st century global business environment. Emphasis will be placed on political, financial, cultural, and regulatory effects on the operations of businesses in the global environment.

**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 issues, such as the role of trade, investment liberalization, economic integration, and the multinational enterprise. We will examine the influence of cultural, social, religious, economic, political, geographic, philosophical, and environmental forces on competitiveness of an international business.

**Course Learning Outcomes (CLOs):** At the conclusion of the course the student should be able to at an acceptable level per the grading scale found in syllabus section “Grading Information” (minimum of 700 points):

1. Demonstrate cross-cultural sensitivity in interactions with individuals from different cultures in a business setting. (MLO 1-4)
2. Analyze the cultural, legal, political, and economic forces of international business environment. (MLO 5-18)
3. identify specific trade and investment theories. (MLO 19-25)
4. Describe the impact of government intervention and trade agreements on global business decisions. (MLO 26-33)
5. Explain the reasons and methods of entering international business through foreign markets and through domestic import/export markets. (MLO 34-)
6. Select appropriate entry modes and business organization models to match strategic international business marketing and/or production objectives. (MLO 34-38)
7. Apply basic marketing, management, and human resource principles to doing business in various countries. (MLO 39-61)
8. Maintain professionalism in all communications (All Class Activities, All Communications). (MLO 62)

**Student Module Learning Outcomes (MLO):**

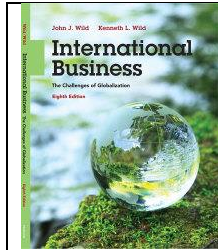
1. Identify the types of companies active in international business. (CLO 1)
2. Explain globalization and how it affects markets and production. (CLO 1)
3. Describe the global business environment and its main elements.
4. Summarize the forces that are driving globalization and outline the debate over globalization’s impact on jobs and wages. (CLO 1)
5. Summarize the debate over income inequality, and outline the debate over culture, sovereignty, and the environment. (CLO 1 & 2)
6. Explain culture and the need for cultural knowledge and summarize the cultural importance of values and behavior. (CLO 2)
7. Describe the roles of social structure and education in culture. (CLO 2)
8. Explain the importance of personal communication to international business. (CLO 2)
9. Describe how firms and culture interact in the global workplace. (CLO 2)

10. Outline how the major world religions can influence business. (CLO 2)
11. Describe the key features of each form of political system. (CLO 3)
12. Explain how the three types of economic systems differ. (CLO 3)
13. Summarize the main elements of each type of legal system. (CLO 3)
14. Outline the global legal issues facing international firms. (CLO 3)
15. Describe the main issues of global ethics and social responsibility. (CLO 3)
16. Explain economic development and how it is measured, describe economic transition and its main obstacles. (CLO 4)
17. Outline the various sources of political risk and explain how companies can manage political risk. (CLO 4)
18. Describe China's and Russia's experiences with economic transition. (CLO 4)
19. Describe the benefits, volume, and patterns of international trade. (CLO 5)
20. Explain how mercantilism worked and identify its inherent flaws. (CLO 5)
21. Detail the theories of absolute advantage and comparative advantage. (CLO 5)
22. Summarize the factor proportions theory of trade. (CLO 5)
23. Explain the international product life cycle theory. (CLO 5)
24. Outline the new trade theory and the first-mover advantage. (CLO 5)
25. Describe the national competitive advantage theory and the Porter diamond. (CLO 5)
26. Explain why governments sometimes intervene in trade. (CLO 6)
27. Outline the instruments that governments use to promote trade, and the instruments that governments use to restrict trade. (CLO 6)
28. Summarize the main features of the global trading system and describe the worldwide pattern of foreign direct investment (FDI). (CLO 6 & 7)
29. Summarize each theory that attempts to explain why FDI occurs. (CLO 7)
30. Outline the important management issues in the FDI decision. (CLO 7)
31. Explain why governments intervene in FDI and describe the policy instruments governments use to promote and restrict FDI. (CLO 7)
32. Outline the levels of economic integration and its debate. (CLO 8)
33. Describe integration in Europe, the integration in the Americas, and the integration in Asia and elsewhere. (CLO 8)
34. Explain the importance of the international capital market and describe the main components of the international capital market. (CLO 9)
35. Outline the functions of the foreign exchange market and describe the instruments and institutions of the foreign exchange market. (CLO 9)

36. Explain the different types of currency quotes and exchange rates and describe the importance of exchange rates to business activities. (CLO 9 & 10)
37. Outline the factors that help determine exchange rates. (CLO 10)
38. Explain attempts to construct a system of fixed exchange rates and the efforts to create a system of floating exchange rates. (CLO 10)
39. Explain the company analysis techniques that precede strategy selection. (CLO 11)
40. Describe the various strategies that companies use to reach their goals. (CLO 11)
41. Outline the key issues behind the selection of organizational structure. (CLO 11)
42. Describe the types of international organizational structures and work teams. (CLO 11)
43. Explain the importance of examining basic appeal and national factors. (CLO 12)
44. Describe how companies measure and select a market or site. (CLO 12)
45. Identify the main sources of secondary market research data. (CLO 12)
46. Describe common methods used to conduct primary market research. (CLO 12)
47. Describe how companies use exporting, importing, and countertrade. (CLO 13)
48. Explain the various methods of export/import financing. (CLO 13)
49. Describe the types of contractual entry modes and investment entry modes. (CLO 13)
50. Outline key strategic factors in selecting an entry mode. (CLO 13)
51. Outline the international promotional strategies and methods available to firms. (CLO 14)
52. Describe the factors to consider in developing international product strategies and international distribution strategies. (CLO 14)
53. Describe the two main international pricing strategies and factors to consider. (CLO 14)
54. Describe the elements to consider when formulating production strategies and outline the issues to consider when acquiring physical resources. (CLO 15)
55. Identify the key production matters that concern managers. (CLO 15)
56. Explain the potential ways to finance business operations. (CLO 15)
57. Explain the three types of staffing policies that companies use. (CLO 16)
58. Describe the key human resource recruitment and selection issues. (CLO 16)
59. Summarize the main training and development programs that firms use. (CLO 16)
60. Explain how companies compensate managers and workers. (CLO 16)
61. Describe the importance of labor–management relations. (CLO 16)
62. Write and Speak in a professional manner using credible sources and reasoning. (CLO 8)

**Required Reading and Textbook(s):**

**Note:** All material in the Text, PowerPoint slides, Audio Presentations, Videos, posted articles, and other material posted in Canvas are beneficial for both general knowledge and exam success, and are fair game for exams.

**1. Textbook**

*International Business: The Challenges of Globalization*, (8<sup>th</sup> ed.).  
 Authors: John J. Wild & Kenneth L. Wild. Publisher: Pearson. ISBN **978-0-13-386624-7**

*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.*

**2. Other Materials****Reference Guide for Professional Writing**

American Psychological Association. (2010). Publication manual of American Psychological Association (6th ed.). Washington, D.C.: Author. ISBN-13: 978-1-4338-0561-5

- Proper citation, both in-text and references, are a critical part of academic writing.
- Proper citation involves diligent research of relevant previous work from credible sources, accurate representation of those credible sources, and proper attribution to those sources (i.e. giving credit where credit is due).
- Hence, in this course you are required to properly cite your sources, in-text and in a reference list, for all assignments. The APA guideline listed above will help you generate a consistent format of citations and references. For online help formatting your citations, consult the [Owl at Purdue](#) website.

**Equipment**

A properly configured computer, per the previous technology requirements section above in this syllabus, with speakers or a headset (to listen to audio/video files), reliable Internet access, MS Word, Adobe Acrobat Reader, and PowerPoint.

**Instructional Software**

Publisher **power point slide notes**, articles and videos relevant to the chapter content are located in the relevant (weekly) modules in the Canvas classroom.

**COURSE REQUIREMENTS**

*The assessments below will measure the applicable Course Learning Objectives (CLOs) and Module Learning Outcomes (MLOs) stated above. Particular CLOs and MLOs may be assessed by multiple methods, ex. homework and an exam question.*

**General Course Policies:**

**Use APA-style citations** to cite the sources of your information in all assignment submissions. If you are unacquainted with APA citation style, the reference guide (listed above in “2. Instructional Materials”) in this syllabus is helpful for writing and citation. **All assignments**



**must be submitted in a .doc or .docx format.** Submissions' title should follow the format as specified

*Title\_of\_the\_assignment\_Student Last Name*

- **Plagiarism:** At TAMUCT academic dishonesty 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 (working together except as to group assignments), and the abuse of resource materials. **Review the academic honesty policy in the 'TAMUCT University Policies section below.**
- Academic dishonesty may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. **Assignments with 20% or more similarity will earn the grade of zero (0),** and potentially a failing grade for the course.
  - **In this course, recycling assignments from previous courses is not permitted without express written permission from me.**

**Late Assignments:** The assignment instructions and deadlines are clearly laid out in the syllabus (in the 'Course Schedule section). As such, it is expected that all work will be submitted on time, as timeliness is an important aspect of professional communications and behavior. If you encounter an issue, please let me know before the due date. Note: Late submissions of written assignments will cost -20% of the grade per day.

- Exams - if you fail to take an exam without notifying me *prior to* the exam, you can score no higher than the lowest grade a class member received who took it on time and only if I approve the excuse as warranting a make-up.

**Spelling, Grammar, and Writing Skills:** The content of all written assignments is what you will be evaluated on, provided that your spelling and grammar does not have major issues. While a few spelling and grammar mistakes are acceptable and will 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 mistakes. Students who proofread their work, use spelling and grammar checking tools, or obtain help from the University Writing Center (described above) should not be affected by this policy.

**Peer Evaluation:** Students' involvement in group activities will be evaluated by peers using a mandatory collective Peer Evaluation process. Based on the grade awarded by peers, a student will either receive the full points associated with the team grade on a relevant team *assignment or only a portion of the points.* **Participation in each group assignment is mandatory to receive credit.**

NOTE 1: A student "fired" from his or her team in accordance with conditions outlined in the team's charter will have to complete the remaining team project parts on his own with a maximum possible grade capped at 79%. Furthermore, a student fired from a team won't be able to earn points for the Team presentation.

NOTE 2: Peer Evaluations will be required for each group assignment.

NOTE 3: No later than 24 hours after a peer evaluation due date, any team member may request that the instructor review the team ratings. The decision of the instructor will be final.

**Individual Performance:** It is vital that you are active in the course and complete all work in a professional fashion. You are expected to read the chapters as assigned in the syllabus as well as all the relevant supplemental resources that may be found in the Module content folders for that period.

**Quality of Work:** All work submitted for grading shall be of upper level quality: Demonstrate understanding and effort put into it, depth of analysis, grammatical structure, professionalism, etc.

**Sundown Rule:** You have one (1) week (from the date the grade is released) to inquire about your grade on an exam, quiz or any other assignment. The exception to this is the last round of assignments, and your Final Letter Grade when inquiries need to be taken care of as soon as possible before I submit grades to the Registrar. The purpose is to resolve any issue during the term and not wait until the last week of the term. Check your grades every week.

### **Assignment Summary Information**

*Below, you will find summary information concerning assignments and exams. Assignment details are outlined in the Appendices to this syllabus, as well as in the Canvas classroom (in Canvas, click on the relevant “Module” to find all current assignments).*

### **Syllabus Quiz (10 points)**

Please complete the syllabus quiz to understand both the structure and content of this course. You will find the link for the syllabus quiz in Module 1 (Click on the “Modules” link on the Canvas course menu) *This assignment assesses CLO 8 & MLO 62.*

**Grading:** A student can do this assignment until 100% is achieved. See Canvas Calendar for due dates.

### **Course Introductions (10 points)**

This discussion gives you the opportunity to get to know one another (Discussions can be accessed in the Canvas classroom – first click on Modules, then Module 1 to find this discussion). *This assignment facilitates the mastery of CLO 8 & MLO 62. Please see **Appendix A** at the end of the syllabus for assignment details and the Discussion Grade Rubric.*

**Grading:** To earn the full credit of this assignment, you need to post the information outlined in Appendix A. Discussions are normally due Mondays by 23:59 CST. See Course Syllabus and Course Calendar for due dates.

### **Discussions 150 points (6 @ 25 points each)**

During each two-week module work period, you will have the opportunity to share thoughts concerning various employment law concepts, events, and issues. You will find the link for Discussions by clicking on the Modules link on the left Canvas menu, and then on relevant weekly module. *Discussions, taken together, assess all CLOs & MLOs. Please see **Appendix B** at the end of the syllabus for the Discussion Grade Rubric.*



**Grading:** In order to receive full credit for each discussion, you must at least **(1)** submit a thoughtful substantive and relevant **original post** (12.5 points) *and*, in a separate post **(2) reply** substantively to another student's post (a minimum of 150 words) Administrative posts like "I agree" do not earn points (12.5 points). *Discussions are normally due Mondays by 23:59 CST. See Course Calendar for specific due dates.*

### **Cultural Interview (100 points)**

A cultural interview is conducted with a person who has different nationality from yours. The main purpose of the interview is to discover and evaluate cultural similarity and differences. The interview summary is for you to reflect on your dialogue with the interviewee. *This assignment facilitates the mastery of CLO 1 & 8/MLO 1-5, 62. Please review the Cultural Interview Summary Outline in Appendix C at the end of this syllabus.*

**Grading:** The interview summary should be 1-page long, single-spaced, 12-font, free of major spelling/grammar mistakes, and conform to the Cultural Interview grade rubric posted in Appendix C at the end of this syllabus. *See Course Calendar for specific due dates.*

**Written Form:** The interview summary should be 1 page long, single-spaced, 12-font, free of major spelling/grammar errors, and conform to APA citation.

**Format:** The reflection summary should cover all major points listed below.

#### Part 1: Interviewee description.

- Clearly identify your own cultural background as the basis of your cultural interview.
- Provide a brief introduction of how you met the interviewee.
- Describe the country of origin of interviewee.
- Describe the interviewee demographics (e.g., age, education, family status, occupation).

#### Part 2: Major country differences.

- Identify and describe at least two major similarities and differences between your culture and the interviewee's culture. The similarities and differences may be in diet, etiquette, major religion, government, education system, family types, traditions, etc.

#### Part 3: Interviewee's culture in relation to Hofstede's framework.

- **Briefly** describe where your interviewee stands on each Hofstede cultural trait. As follows: *Individualism versus Collectivism, Power Distance, Uncertainty Avoidance, Masculinity versus Femininity, Long-term Orientation, and Indulgence versus restraint.* (Use page 64-66 of your book to make your assessment).
- *Note: simply listing each dimension based on external sources is not enough.*

Part 4: Handling cultural differences while conducting business.

- If you were to interact with your interviewee in the workplace on a regular basis, what specific recommendations would you make for handling cultural differences? Provide at least two substantive recommendations.
- *Note: your recommendations should be consistent with what you learned about the interviewee's culture*

**Country Project (280 points – as explained below)**

*I will assign you into a group at the start of the second week, based on the composition of the class members.* The goal is for you to work with people from diverse background and you will work together towards the final country proposal and presentation. The country project is designed for group members to share and challenge each other when analyzing the research on a given country. ***Note that I will not re-assign individuals to a different group after the initial assignment has been made. It is the group's responsibility to work together*** because it is a great way to develop workplace skills like diversity awareness, and communication and collaboration skills at a distance, with people from different backgrounds.

**Firing Policy:** Students desiring guidance on working with group members are welcome to ask me for advice. If group members are unable to work together, they have the right to fire a group member(s) from their group. Fired individual(s) should email me about being fired so that I can provide them with a different country to research individually. I recommend that you consider the firing option as the last resort. A student “fired” from his or her team in accordance with conditions outlined in the team’s contract will have to complete the remaining team project parts on his own with a maximum possible grade capped at 79%. Furthermore, a student fired from a team won’t be able to earn points for the group presentation portion of the project.

***Project Part One - Team Contract/Country Selection (10 points)***

The contract is designed facilitate the sharing of each group member’s expectations in regard to group work generally and for each group assignment. Second, each group will select one country from **emerging markets** to research, create a product entry proposal, and class presentation thereof.

***Assignment details for the group’s country selection and the team contract form you should use can be found in Appendix D at the end of this syllabus.***

**Team Contract Structure:** Your group should structure the team contract that ensures each group member’s commitment and **timely** contribution to the group work *on the cultural research and group report, and the group presentation. It is wise to specify the specific research questions (see initial country research assignment below) that each individual is responsible for as well as an individual who is in charge of the final submission of the team contract. The contract should reflect the country chosen by the group at the top, and should be signed by each member in the space provided.*

**Team Contract Submission:** The group is required to submit the written contract as well as the documentation of the group interaction. It can be a picture of face-to-face group meeting, a chat or text record, recordings of a virtual meetings, or other means. *The country selection and team contract fulfill CLO 1 & 8/MLO 62.*

**Grading:** Teams will negotiate until 100% of the required contract elements stated above, are

agreed upon. Team members will submit the written team contract to me, for grading, in their assignment folders (**Note:** Little or no participation in team contract negotiations will lower your team contract grade). *See Course Schedule for due date.*

***Project Part Two – Group Country Research I-IV reports (70 points (17.5 each))***

Four country research assignments are scheduled in the course. Each group research assignment addresses a major section of the country project. These smaller group assignments are critical for your final successful group project as the instructor will give you specific feedback on the points of discussion. *These research assignments are the foundation for the Country Project Group Written Report and taken together, facilitate the mastery of all CLOs/MLOs.*

*Assignment details for the country project research assignment can be found in **Appendix E** at the end of this syllabus.*

**Recommended Research Procedures:** Group members should work individually – according to the group contract - to research the country and then as a group share the individual responses to the listed discussion questions in order to complete each country research assignment in a manner reflecting group member’s contributions. ***Initial deadlines should be established in the group contract outlining member work due dates, in order that each group research assignment is submitted on time.***

A common procedure for completing country research assignments is for group members to divide up the questions and each group member can do independent research and information entry. Then all group members can pitch in to edit the researched info. Your group is free to choose to share the researched information using various group tools, such as file exchange, group wiki, discussion board, etc. Once the information is shared, all group members are responsible for critically synthesizing the information compiled as the final submission. The group member who is in charge of the final submission has the right to demand cooperation from all group members to work with the deadline.

***When submitting each cultural research assignment, you will specify the names of the group members who contribute to the assignments.***

**Grading:** After submission, I may come back to the team with questions and requests for revision. By making corrections, it is possible to improve your earned points, as set out in the grade rubric (see Appendix E). **Note:** Even though the country research assignment grades will be based on overall group performance, little or no participation in any of the four country research assignments will lower a team member’s grade). *See Course Calendar for due dates.*

***Project Part Three – Group Country Written Report (150 points)***

Each group will select for research purposes, one country from **emerging** country/markets. For that country, your group will use the research/survey materials from the four research assignments covering the socio-cultural, economic (specifically including the trade and monetary environment), political & legal, and technological environments to outline the challenges and opportunities of conducting business in the country, and then provide a proposal for a successful international business product launch in the country based on the group’s survey and research about the country as well as international business principles. Your proposal should not be such that it could apply to any country – the proposal must be tailored to and for the country that the group chose to research. **Note: This is a key point that many students forget.**

**Assignment details concerning the Country Project Written Assignment can be found in **Appendix F** at the end of this syllabus.** *This assignment facilitates the mastery of CLO 1 – 8 & MLO*

1-62.

**Grading:** The written report should include the following major topics shown in ‘Format’ below, and it should conform to the grade rubric which describes how the following should be completed for each grade level (*see the assignment details and grade rubric attached in Appendix F at the end of this syllabus*). *See Course Calendar for due dates.*

**Written Form:** *Follow the outline/format given below.* Your written proposal must use times new roman size 12-font, your group proposal must be 7-10 typed, double-spaced pages (not including the cover page, TOC, and reference list page, and also excluding any appendices of attached data/material for the key figures, charts, etc. used in your paper. All references must **be used [and cited] in the body of your written paper, using APA citation style.**

**Format:**

**1 EXECUTIVE SUMMARY**

**2 COUNTRY ANALYSIS**

**3 PROPOSED PLAN FOR NEW PRODUCT ENTRY**

***Project Part Four – Group Country Presentation (50 points)***

Each group will present a brief summary of its findings, *including all group members in the presentation.* Creativity is encouraged in all presentations. You may wish to consider using role plays, mock business meetings, interview formats, or other devices to maintain interest. At the minimum level, a set of slides with voice over the slides should be put together as a group. **Country project presentation assignment details and a grade rubric are presented in Appendix G.** *This assignment facilitates the mastery of CLO 8/MLO 62.*

**Grading:** Group presentations should be 10-15 minutes in length and should cover key points. It is not necessary to present everything in your proposals: you should focus on a sub-sample of the most interesting and relevant points of each section of the proposal and include major challenges and opportunities as well as recommendations for successful international business product launches in the country.

If your group can't physically meet and record a presentation together (case of most of the groups), I recommend to use Power Point slides recording feature: Slide Show> Record slide show (make sure that your video camera and audio are ON). Once each member records their portion of the slides, you can combine these slides which will have a square in the corner with you talking, and save this PPT in an MP4 format (compress if needed before saving the video). As an alternative, you can also record your parts in Canvas Studio and combine them together afterwards. Please review the grading rubric for more details on how your group presentations will be graded.

***Project Part Five - Peer Evaluation (5 Points EC)***

For each of the team assignments (see form below) the team will **collectively** rate the contributions of each of the team members. For this process to work well, it requires that the team is open and honest in communicating their expectations. Criticism is okay if it is done in a constructive manner. However, if you feel that someone is not pulling their weight, let them know where they are falling short and what they can do to correct their actions early in the project – don't wait. *Remember that if you ever need help with the process, the professor will be happy to help. Don't hesitate to call on me.*

**Process:** All team members must sign the form (shown on the next page) to acknowledge their acceptance of the ratings. The intent in having you do this is twofold. *First*, it is hoped that a collective discussion of the contributions of each person will help the team develop clear norms and expectations regarding appropriate behavior and the work that each member must do to ensure good performance on the team assignments. While having such discussions can sometimes be uncomfortable, working through this process in an open, positive manner will help produce a positive experience and outcome for all members and is a valuable skill to take with you into the workplace. *The second purpose* of the evaluations is to ensure a fair grading process for each member of the team. Ideally, all team members will behave and contribute at the levels expected. If they do not, however, they should not receive the same points as those members who do contribute at appropriate levels. **To that end, the percentages assigned to each member will be established in the following manner for assigning grades.**

- Team assignments grade will be based on how well the assignments address the questions and guidelines in the particular assignment; and what was agreed upon in the team contract.
- This team assignment grade will serve as the starting point for individual grades.
- Individual team members will then be assigned a percentage of that team grade based on the results of this peer evaluation. For example, a team member that receives an 80% on the collective peer evaluation will get 80% of the team grade on the project report and presentation.
- Remember that if you ever need help with the process, the professor will be happy to help. Don't hesitate to call on me.

**Grading:** You earn 5 points by completing the Peer Evaluation. *See Course Schedule for due date.*

**Examinations (450 points)** - There are three exams. Exams may be comprised of multiple choice, T/F, matching, short answer/essay questions at my discretion, and will not be comprehensive. Exam links are not visible until an exam window opens. You can access the exam link when the window opens by clicking on 'Modules' in Canvas, and then on the relevant module week. *Check the Course Calendar for due dates and for when exam windows open & close.*

**Grading:** Exam answers are either right or wrong (partial credit may be given for essay question answers). You have one attempt to answer questions, and exams are timed (it will auto-submit after the exam time ends). You may use your text and any current class notes to assist you, but you may not consult another student in any form or fashion or the Internet. *Exams facilitate the assessment of one's mastery of the CLOs and MLOs tested on each exam.*

**Note:** Make-up exams are generally not allowed due to the long length of the exam windows and the end of the semester for the last exam. In an emergency situation, make-up exams if permitted, will be an entirely different structure (all essay). Normally, you may not make up an exam unless you could not inform me because of events outside of your control, and for which you produce acceptable documentation.

### **Grading Criteria Rubric and Conversion to Letter Grade**

<b>Graded Coursework</b>	<b>Points/Percentage Weight</b>
Syllabus Quiz	10 Points = 1 %
Course Introduction	10 points = 1 %
Discussions (6 @ 25 points each)	150 points = 15 %

Cultural Interview	100 Points = 10 %
Team Contract	10 Points = 1 %
Group Country Research Reports (4@17.5)	70 Points = 7 %
Group Country Written Report	150 Points = 15 %
Group Country Presentation	50 Points = 5 %
Exams (three @ 167 points each)	450 Points = 45 %
<b>Total Points &amp; Weight:</b>	<b>1000 Points = 100%</b>

**Communications Note (CLO 8):** It is vital for business success to be able to communicate courteously and professionally, as saying the wrong thing to the wrong person could ruin one's career, thus we have CLO 8 & WLO 62. I reserve the right to reduce the grade of a student who communicates in a grossly unprofessional manner with respect to another student or myself (email, classroom activities, Canvas messaging, etc.) We can disagree with each another, however we must learn to do so respectfully in order to maintain employment and be successful in business today. *Thus, disrespectful communication in class & team interactions, course messaging, email, in class activities, and even when using other communication modes can result in a lower grade, and if severe enough, will be reported to the university for action consistent with university policy (see below section: university policies).*

#### Grading Scale and Adjustments:

900-1000 = A - Excellent  
 800-899 = B - Good  
 700-799 = C - Acceptable  
 600-699 = D - Needs Improvement  
 Below 600 = F - Unacceptable

#### Posting of Grades

- Generally, assignment feedback and grades will be available in Canvas, allowing you to monitor your progress during the semester (click on "Grades" on the course menu).
- I endeavor to give you feedback within a week of due dates, though in exam weeks this may vary somewhat.
- 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.

#### Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s), noted on each. 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.

#### COURSE OUTLINE AND CALENDAR

##### Important University Dates:

January 13, 2020      Classes Begin for Spring Semester



January 15, 2020	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 20, 2020	Martin Luther King, Jr Day (University Closed)
January 21, 2020	Deadline to Drop First 8-Week Classes with No Record
January 29, 2020	Deadline to Drop 16-Week Classes with No Record
February 21, 2020	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2020	Deadline for Teacher Education and Professional Certification Applications
March 6, 2020	Classes end for 1st 8-Weeks
March 9-12, 2020	Spring Break (No Classes - Administrative Offices Open)
March 13, 2020	Spring Break (University Closed)
March 10, 2020	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 15, 2020	Deadline for Clinical Teaching/Practicum Applications
March 16, 2020	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
March 16, 2020	Classes Begin for Second 8-Week Session
March 16, 2020	Class Schedule Published for Summer Semester
March 18, 2020	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 23, 2020	Deadline to Drop Second 8-Week Classes with No Record
March 27, 2020	Deadline for Graduation Application for Ceremony Participation
March 30, 2020	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester
April 3, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 6, 2020	Registration opens for all students for the Summer and Fall Semesters
April 24, 2020	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 8, 2020	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)
May 8, 2020	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 8, 2020	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 8, 2020	Spring Semester Ends

### Tentative Course Schedule

The following **course schedule** is provided to assist you in keeping up to date in your studies and in completion of your assignments. These dates are also reflected in the Canvas Course Calendar. **Note** that changes to this schedule and to assignments could occur during the semester. I will let you know as far in advance as possible about any changes.

**Class Week:** Except for Module 1, our class week begins on Tuesdays.

All Assignments are due on the dates stated below, by 11:59 Central Time. Pay attention, as there are multiple things due many Modules.

Module	Dates	Topic / Reading	Assignments
Introduction	Week 1	Syllabus	✓ Read and review syllabus.
	Jan 13-20		✓ Read and review Canvas Modules.

		<p>Canvas Start Here Module</p> <p>Canvas Orientation Module</p>	<ul style="list-style-type: none"> <li>✓ Buy the textbook.</li> <li>✓ Complete <b>Syllabus Quiz</b>. <i>Due Jan 19.</i></li> <li>✓ <b>Post</b> to the “Student Introduction” forum (required to show that you are active in the course). <i>Due by Jan. 27.</i></li> </ul>
<b>1</b>	<p><b>Weeks 2 &amp;3</b></p> <p>Jan 21-Feb. 3</p> <p><b>Jan 20 Campus Closed MLK</b></p>	<ul style="list-style-type: none"> <li>✓ Ch. 1 - Globalization</li> <li>✓ Ch. 2 - Cross-Cultural business</li> </ul>	<ul style="list-style-type: none"> <li>✓ Read Ch. 1 &amp;2</li> <li>✓ Study all relevant content provided in the Module.</li> <li>✓ <b>Post</b> to the Module 1 Discussion and respond to at least one of your peers’ post. <i>Due by Jan. 27.</i></li> <li>✓ <b>Team work begins</b> (Check canvas groups and get in touch with your group members to start work on the team contract)</li> <li>✓ <b>Team contract due by Feb 2.</b></li> </ul>
<b>2</b>	<p><b>Week 4 &amp; 5</b></p> <p>Feb 4-17</p>	<ul style="list-style-type: none"> <li>✓ Ch. 3 – Political Economy and Ethics</li> <li>✓ Ch. 4 – Economic Development of Nations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Read Ch. 3 &amp;4</li> <li>✓ Study all relevant content provided in the Module</li> <li>✓ <b>Post</b> to the Module 2 Discussion and respond to at least one your peers’ post. <i>Due by Feb. 10.</i></li> <li>✓ Find appropriate interviewee, conduct <b>cultural interview, and submit due by Feb 16</b></li> </ul>
<b>EXAM 1</b>	<p><b>Week 6</b></p> <p>Feb 18-24</p>	<p>Exam 1 window is Feb. 18-24. <b><i>Given large Exam window, there are no makeups.</i></b></p>	<ul style="list-style-type: none"> <li>✓ Take <b>Exam 1</b> Online during the Exam dates. Covers Modules 1 &amp; 2. Must be completed in one sitting. <i>Due by Feb. 24.</i></li> </ul>

3	<b>Week 7 &amp; 8</b> Feb 25-Mar 7	✓ Ch. 5 – International Trade Theory ✓ Ch. 6 – Political Economy of Trade	✓ Read Ch. 5 &6 ✓ Study all relevant content provided in the Module. ✓ <b>Post</b> to the Module 3 Discussion and respond to at least one your peers' post. <i>Due by Feb 29.</i> ✓ <b>Group:</b> Work on Country Research Reports. <i>Reports 1 &amp; 2 due by March 7.</i>
<b>Spring break Mar 7-15</b>			
4	<b>Week 9 &amp; 10</b> Mar 16-30	✓ Ch. 8 – Regional Economic Integration ✓ Ch. 10 – International Monetary System ✓ Ch. 9 – International Financial Markets	✓ Read Ch. 8, 10, 9 ✓ Study all relevant content provided in the Module ✓ <b>Post</b> to the Module 4 forum and respond to at least one your peers' post. <i>Due by March 23.</i> ✓ <b>Group:</b> Work on Country Research Reports. <i>Reports 3 &amp; 4 due by March 29.</i>
<b>EXAM 2</b>	<b>Week 11</b> March 31-Apr 6	Exam 2 window is March 31-Apr 6. <b><i>Given large Exam window, there are no makeups.</i></b>	✓ Take <b>Exam 2</b> Online. Covers Modules 3 & 4. Must be completed in one sitting. <i>Due by Apr 6.</i>
5	<b>Week 12 &amp; 13</b> Apr 7-20	✓ Ch. 11 – International Strategy and Organization ✓ Ch. 12 – Analyzing International Opportunities ✓ Ch. 13 – Selecting and Managing Entry Modes.	✓ Read Ch. 11, 12, 13 ✓ Study all relevant content provided in the Module ✓ <b>Post</b> to the Module 5 forum and respond to at least one your peers' post. <i>Due by Apr 13.</i> ✓ <b>Submit Group Country Written Report.</b> <i>Due by April 19.</i>

6	<b>Week 14&amp; 15</b> Apr 21-May 4	✓ Ch. 14 – Developing and Marketing Products  ✓ Ch. 16 – Hiring and Managing Employees.	✓ Read Ch. 14 & 16 ✓ Study all relevant content provided in the Module ✓ <b>Post</b> to the Module 6 forum and respond to at least one your peers' post. Due by Apr 25. ✓ <b>Submit Group Country Presentation.</b> Due by May 3. ✓ <b>Submit Group Peer Evaluation.</b> Due May 3.
<b>Course wrap-up &amp; Exam 3</b>	<b>Week 16</b> May 4-8	Exam 3 window is May 4 - 8. <i><b>There are no makeups because the course ends on the 8<sup>th</sup>.</b></i>	✓ Take <b>Exam 3</b> Online. Covers Modules 5 & 6. Must be completed in one sitting. Due by Friday, May 8

*This course schedule is subject to change at the discretion of the Instructor. Should it change, a new Syllabus with different date in the footer will be published on the course web site and students will be notified of the change.*

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [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 Academic 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### 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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

### **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 related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

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](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from 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 support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **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.



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!

Students may arrange a one-to-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/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

### **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>].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

***Appendix A Course Introduction Discussion Grade Rubric is on the next page.***

**APPENDIX A: Course Introduction Discussion Grade Rubric (10 points)**

Introduce yourself to the class by sharing the following information in the Course Introductions Discussion in our Canvas Classroom (click on Module 1 to find this discussion). *See Course Calendar for due date*

1. General Information
  - Hometown, year of undergraduate program and major
2. Work experience
  - Past work experience that is relevant to what you are doing now
  - Current employer, position, and length of employment
3. International experience
  - Study abroad, travel, foreign station, etc.
4. Goals for taking this course
  - What are your expectations about taking this course?
  - How is this course related to your academic goal and career goal?
5. Anything else you would like to share with the class?

Read the following statement carefully and type your name as your “signature”/date your agreement. Append the following statement in the end of your posting.

“I have read the Syllabus and understand the course expectations, assignments and associated deadlines for BUSI 344-130. I understand it is a 100% online class, and that I must be self-disciplined to be successful. I will try my best to be part of the positive learning community in this virtual classroom by adhering to the netiquette and showing support towards my student colleagues. I understand that there is extensive group work in this course. I will put in my best effort to contribute to the group assignments and complete the assignments on time. I will also hold myself to a high standard of ethics in all assignments and examination in this course.”

Finally, I have a functioning computer and reliable Internet access at my disposal to undertake a 100% online class on the TAMUCT Canvas learning system.”

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***APPENDIX B Discussion Grade Rubric on the next page***

<b>APPENDIX B: Discussion Grade Rubric (25 points each)</b>				
Post	Unacceptable	Needs Improvement	Acceptable	Excellent
Original post (50%)	No posting was made. (0-7 points)	Though it is a “paragraph,” the sentences are short and choppy and/or the writing is simplistic and/or repeats most of the phrasing from the topic/question addressed. There may also be significant grammatical issues. (8 points)	Student exhibited some thought and reflection, but could have done more. The post also may have one or two noticeable grammatical errors. (10 points)	Student exhibits exceptional thought and reflection, likely causing the reader to reflect deeper on the subject or truly appreciate having read it. The post is a substantive, solid paragraph in length (at last 130 words) and is free of noticeable grammatical errors. (12.5 points)
Response (50%)	No posting was made. (0-7 points)	Student met the bare minimum requirements (2 or 3 short sentences) and the writing does not advance the conversation or is mostly “I agree.” There may also be significant grammatical issues. (8 points)	There was some connection to the original post, but it was not deep. Some of the writing may be superficial and some repetition is seen. The response also may have one or two noticeable grammatical errors. ((10 points)	Student thoughtfully reflected on the students post. There was more than mere agreement/repetition and the discussion was further advanced (in at last 130 words). Also, the response is free of noticeable grammatical errors. (12.5 points)

***Appendix C Cultural Interview Assignment & Grade Rubric on next page***

## APPENDIX C: Cultural Interview Assignment & Grade Rubric (100 points)

**Purpose:** A cultural interview is conducted with a person who has different nationality from yours. The main purpose of the interview is to discover and evaluate cultural similarity and differences. The interview summary is for you to reflect on your dialogue with the interviewee. *This assignment facilitates the mastery of CLO 1 & 8/MLO 1-4, 62.*

**Grading:** The interview summary should be 1-page long, single-spaced, 12-font, free of major spelling/grammar mistakes and conform to the Cultural Interview grade rubric below. ***See Course Calendar for specific due dates.***

**Written Form:** The interview summary should be 1 page long, single-spaced, 12-font, free of major spelling/grammar errors, and conform to APA citation.

**Format:** The reflection summary should cover all major points listed below.

### Part 1: Interviewee description.

- Clearly identify your own cultural background as the basis of your cultural interview.
- Provide a brief introduction of how you met the interviewee.
- Describe the country of origin of interviewee.
- Describe the interviewee demographics (e.g., age, education, family status, occupation).

### Part 2: Major country differences.

- Identify and describe at least two major similarities and differences between your culture and the interviewee's culture. The similarities and differences may be in diet, etiquette, major religion, government, education system, family types, traditions, etc.

### Part 3: Interviewee's culture in relation to Hofstede's framework.

- ***Briefly*** describe where your interviewee stands on each Hofstede cultural trait. As follows: *Individualism versus Collectivism, Power Distance, Uncertainty Avoidance, Masculinity versus Femininity, Long-term Orientation, and Indulgence versus restraint.* (Use page 64-66 of your book to make your assessment).
- *Note: simply listing each dimension based on external sources is not enough.*

### Part 4: Handling cultural differences while conducting business.

- If you were to interact with your interviewee in the workplace on a regular basis, what specific recommendations would you make for handling cultural differences? Provide at least two substantive recommendations.

- *Note: your recommendations should be consistent with what you learned about the interviewee's culture*

### Cultural interview tips:

Start by reflecting on your own background and past experience to identify your own cultural identity. Note that some of you may have a different cultural heritage from American culture, and some of you were born and raised in a foreign country so think about which culture influences your values and beliefs the most. Then, ask your interviewee to identify his or her national culture. Do your homework and read about the national cultural differences before you conduct the interview.

### How to find an interviewee?

If you do not have any suitable person among your friends, family, or other acquaintances, you can also find your interviewee through the international student association on campus or an ESL program at the community college. Alternatively, you may also consider reaching out to a foreigner through a social network such as LinkedIn.

### Sample Interview Questions

1. What should I know of your country's recent history, governance and language?
2. What do you understand as the major values and beliefs of your culture?
3. What cultural customs might surprise me?
4. If I were to fall in love with someone from your culture, what would you advise me in terms of dating, courtship and marriage practices?
5. What do different cultural practices look like? For example, understanding of work and leisure?
6. How do you define success?
7. How important is education in your family?
8. Is punctuality important to you? Why or why not?
9. What is the most important meal of the day?
10. What are considered the indigenous foods in your culture?
11. Do you have any eating habits/rituals that are specific to your culture?
12. How is physical contact viewed in your culture?
13. What is considered most disrespectful in your culture?
14. What is considered most respectful in your culture?
15. According to you, what is the most commonly held misconception about people of your culture?
16. What is the best/worst thing about living in the USA?
17. Is there anything else you'd like to share?



**Cultural Interview Assignment Grading Rubric**

Criteria	Ratings					Pts.
<p>Q1. Identify your own cultural background as the basis of cultural comparison. Provide a brief introduction of how you meet the interviewee and the interviewee's demographic information, such as age, education, family, or occupation. Substantive thoughts expressed, length, completeness. <i>CLO 1 &amp; 8</i></p>	<p><b>10.0 pts Excellent</b> Answer addresses all of the points and satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>9.0 pts Good</b> Answer addresses most of the points and satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>7.0 pts Okay</b> Answer addresses some of the points and somewhat satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>4.0 pts Unsatisfactory</b> Answer minimally addresses some of the points and weakly satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>0.0 pts Very unsatisfactory</b> questions not answered</p>	—
<p>Q2. Describe similarities and at least two major differences between your own culture and his/her culture. The similarities and differences can be in diet, attire, etiquette, government, education system, family structure, tradition, etc. Substantive thoughts expressed, length, completeness. <i>CLO 1 &amp; 8</i></p>	<p><b>30.0 pts Excellent</b> Answer addresses all of the points and satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>26.0 pts Good</b> Answer addresses most of the points and satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>22.0 pts Okay</b> Answer addresses some of the points and somewhat satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>15.0 pts Unsatisfactory</b> Answer minimally addresses some of the points and weakly satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>0.0 pts Very unsatisfactory</b> questions not answered</p>	—
<p>Q3. Briefly describe where your interviewee stands on each Hofstede cultural trait. As follows: Individualism versus Collectivism, Power Distance, Uncertainty Avoidance, Masculinity versus Femininity, Long-term Orientation, and Indulgence versus restraint. The interpretation of each dimension should incorporate</p>	<p><b>30.0 pts Excellent</b> Answer addresses all of the points and satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>26.0 pts Good</b> Answer addresses most of the points and satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>22.0 pts Okay</b> Answer addresses some of the points and somewhat satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>15.0 pts Unsatisfactory</b> Answer minimally addresses some of the points and weakly satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>0.0 pts Very unsatisfactory</b> questions not answered</p>	—

supporting evidence based on what you learn from the interviewee's culture. Substantive thoughts expressed, length, completeness. <i>CLO 1 &amp; 8</i>						
Q4. Handling cultural differences at work or while conducting business: If you were to interact with your interviewee in the workplace on a regular basis, what specific recommendations would you make for handling cultural differences? Provide two recommendations. Substantive thoughts expressed, length, completeness. <i>CLO 1 &amp; 8</i>	<b>30.0 pts Excellent</b> Answer addresses all of the points and satisfies the requirements of substantive thoughts expressed, length, completeness	<b>26.0 pts Good</b> Answer addresses most of the points and satisfies the requirements of substantive thoughts expressed, length, completeness	<b>22.0 pts Okay</b> Answer addresses some of the points and somewhat satisfies the requirements of substantive thoughts expressed, length, completeness	<b>15.0 pts Unsatisfactory</b> Answer minimally addresses some of the points and weakly satisfies the requirements of substantive thoughts expressed, length, completeness	<b>0.0 pts Very unsatisfactory</b> questions not answered	—
<b>Total Points: /100</b>						

*Appendix D Team Contract & Grade Rubric follows on the next page*

### APPENDIX D: Team Contract & Grade Rubric (10 points)

**Purpose:** In this class, *group work* is for the purpose of facilitating completion of the Group Project, in which you will work as a team to research a country and propose a new product to sell there, both in writing and in a presentation. The *team contract* is designed to formalize team members' expectations in regard to team work. Such formalization is similar to the business world, which relies on contracts to enforce agreed upon behaviors. An additional purpose of the team contract is to promote and enforce academic integrity among all group members. *Development of the contract facilitates the achievement of CLO 8/MLO 62.*

**Due Date:** *See Course Calendar for due date.*

**Format:** Use the contract form below and add to it in order to customize it to the needs outlined below.

**Parameters:** What follows are the steps you need to take in order to create a team contract.  
**Note:** If a team member does not behave as agreed in the team contract, this can result a grade of "F" for the non-conforming team member based on: the assignment requirements, the team contract, and the peer evaluation results. *I will periodically check in with the team and see how well the contract is being fulfilled.*

*First*, all group members will supply the team with their *detailed contact information*. A phone number and a reliable email address are mandatory information. Other contact information may also be shared - your group can decide if you want to use other forms of social media for communication, such as Facebook or Twitter, for example (for all graded team assignments, documentation of member participation/contribution is necessary, so choose a communication method that makes it easy to post documentation into your Canvas group area).

*Second*, your group should structure the team contract to ensure each group member's commitment and *timely* contribution to the group work on the cultural research, group written report, and the group presentation. The team contract should *fairly allocate the work to be done – specifically identifying who is responsible for what*. **Note:** **Team assignment details are outlined here in Appendix D** (Team contract), **in Appendix E** (Group Country Research Report), **Appendix F** (Group Country Written Report) and **Appendix G** (Group Country Presentation) of this Syllabus. *It is wise to specify*

- *the specific research questions (see initial country research assignment in Appendix D below) that each individual is responsible for.*
- *an individual who is in charge of the final submission of the team assignments.*
- *internal due dates for member submission of draft deliverables. Note: Team project due dates listed in the Course Schedule & Canvas Calendar are **firm deadlines**. Realistically, to help team members avoid procrastination, the team should establish earlier due dates for individual team member work on the four country research reports, and as well for contributions to the country written report and the presentation. The team needs time to review, revise, and edit member contributions in order to submit the assignments to me, on the due dates.*

*Third*, the team contract must state at the top, the team choice of the country it will research and write about. I will try to honor your choice based on a first come, first serve

basis. *Put the team's choice at the top of the contract.*

Finally, each team member must electronically sign the team contract by typing both name and date where indicated on the contract form (see next page of this syllabus for Team Contract Form).

- Post one copy to me for grading in the assignment folder.
- The group is also required to submit documentation of the group interaction. It can be a picture of face-to-face group meeting, a chat or text record, recordings of a virtual meetings, or other means. *The country selection and team contract fulfill CLO 1 & 8/MLO 62.*
- In the Canvas classroom, teams will have a group area to negotiate, post files, *document group member interaction* (messaging records, chat-records or recording of meetings, or other means), etc..

**Grading Rubric:** Teams will negotiate until 100% of the required contract elements stated above, are agreed upon. In other words, I may give you feedback on the Contract assignment that includes requests for revisions. **Note:** Little or no participation in team contract negotiations will lower your team contract grade and may result in a grade of 'F'.

### TEAM CONTRACT FORM

(Teams: List detailed expectations in the form below)

As a group member, I\_\_\_\_ (individual team member name) agree with the following listed expectations to ensure smooth group coordination and generate excellent group work.

- Every team member needs to participate and communicate.
- Each member should help other team members if they are struggling with something.
- Team members have the right by consensus to approach the professor about a team member who is not abiding by the team contract.

I assume the responsibility for doing my task in the project and fulfilling the responsibilities assigned to me (see **Work Table below**).

*If my individual work is not submitted, late, or of poor quality, I accept that the team will penalize me in the peer evaluation and cause me to earn a lower grade than the team grade.*

**Electronic Signatures and Date** \_\_\_\_\_

**Country Choice** \_\_\_\_\_

Preferred Team member name	Phone	Email	Preferred time for group coordination	Preferred media for communication

**Work Table:** Teams should discuss internal deadlines for graded work, and who is responsible for each aspect of 'team' work.

<b>Team Contract Work Table (specifying member duties)</b>			
<b>Tasks</b>	<b>Class Due Date</b>	<b>Internal Due Date</b>	<b>Team Members Responsible &amp; Duties</b> (put detail here: <b>Who</b> will do <b>what</b> : Each member must contribute to each assignment below)
Group Country Research Reports 1			
Group Country Research Reports 2			
Group Country Research Reports 3			
Group Country Research Reports 4			
Group Country Written Report			
Group Country Presentation			
Peer Evaluation		NA	Each member completes, individually

***Appendix E Country Research Assignments & Grade Rubric on next page***

**APPENDIX E: Country Research Assignments & Grade Rubric (70 points (17.5 each))**

Four country research assignments are scheduled in the course. Each group research assignment addresses a major section of the country project. In light of the detailed feedback you will receive from the professor, these smaller research assignments are critical to your success on the Group written report and presentation. *These research assignments are the foundation for the Group Country Written Report and taken together, facilitate the mastery of all CLOs/MLOs.*

**Recommended Research Procedures:** Group members should work individually – according to the group contract - to research the country and then as a group share the individual responses to the listed discussion questions in order to complete each country research assignment in a manner reflecting group member’s contributions. *Initial deadlines should be established in the group contract outlining member work due dates, in order that each group research assignment is submitted on time.*

- *A common procedure* for completing country research assignments is for group members to divide up the questions and each group member can do independent research and information entry. Then all group members can pitch in to edit the researched info. Your group is free to choose to share the researched information using various group tools, such as file exchange, group wiki, discussion board, etc. Once the information is shared, all group members are responsible for critically synthesizing the information compiled as the final submission. The group member who is in charge of the final submission of each research report has the right to demand cooperation from all group members to work with the deadline.
- All questions require research to be done on the country selected by your group o  
REMEMBER: you are not expected to be experts on the country you chose but you will become experts based on the research you complete. *Follow the outline presented below using each question as a subtitle.*
- You must provide evidence for ALL your statements using in-text citations with full APA references at the end of the report to show the sources of ALL external information you refer to (this is the basis for the credibility of your report and the validity of your conclusions)
  - Please do not copy-paste entire sentences or paragraphs (Turnitin will flag this as plagiarism!). Make sure to synthesize multiple sources and convey the information in your own words
- Write this report as if you were a team of external consultants working for a big client (no informal, text-messages language). No I/Me but We/Us.

**Grading:** The country research report grades will be based on overall group performance (see rubric below), however, individual members who do not contribute research and content and/or have little or no participation in any of the four country research assignments will earn lower than the team grade, *perhaps* a zero grade. *When submitting each cultural research assignment, you will specify the names of the group members who contribute to the assignments. See Course Calendar for due dates.*



### **Country Research Report Assignment I *Trade environment analysis***

- For the country your group is researching, how important is trade (e.g. what's the trade as a percentage of GDP for the country)? What's the comparison with the adjacent countries and/or countries with similar economic status in terms of reliance on trade?
- What products and services does the country export and import?
- With whom does the country trade? Is it dependent on any particular nation for trade, or does another nation depend on it? Does the country only trade with high-income countries or with low- and middle-income countries, as well?
- Is there a concerted effort by the government to promote exports to stimulate the economy? Are there any trading policies favorable for US business investors?

### **Country Research Report Assignment II *Monetary environment analysis***

For the country your group is researching,

- Does it have a city that is an important financial center? What volume of bonds is traded on the country's bond market? How has the stock market(s) performed over the past year?
- What is the current exchange rate between its currency and the U.S. dollars as of the beginning of this month? Use the country's currency as the base currency to report a direct quote of the country's
- What is the percentage of change in the country's currency exchange rates with the US dollar compared to last month and last year? Reference the Appendix in Chapter 9 for the calculation of the percent change in exchange rates. Your task is to determine the percentage of change in the country's currency over one month and one year period - in relation to the U.S. dollar. Show the calculation in your assignment submission.
- Is there any restriction on the exchange of the country's currency?

### **Country Research Report Assignment III *International opportunity***

1. Outline your group's analysis of the opportunities and challenges raised by investing in the
  - What major challenges exist for US business investors doing business in the country, given risks in the 1) socio-cultural, 2) economic/monetary, 3) political/legal environment, and 4) technological environment?
  - What are the major opportunities for US businesses investing in the country?
2. Propose a product (good or service) to launch in the country, being sure to thoroughly explain with supported arguments:
  - How the product proposal takes advantage of the opportunity presented in the country. Use the market-potential indicators to estimate the market demand for your product
  - Who are the current major competitors in the country? What competitive advantages do you have vis-a-vis these major players in the country?
  - Why the product can be successfully launched in the country given the opportunities and challenges raised in your analysis of the country's various environments?

### Country Research Report Assignment IV *Entry Strategy*

- Considering the 1) production and 2) marketing requirements for a successful launch of the product in the country, what are your major advantages and disadvantage as a US business investor (e.g. How is your product/service proposal going to be beneficial for the chosen emerging economy?)
- Identify an ideal entry mode and explain how this entry mode can best leverage your advantage and disadvantages as a US business investor.
- Reference Chapter 14, what aspects of host country culture do you expect to influence your promotion strategy? How will you tailor your promotion strategy accordingly?
- Reference Chapter 14 regarding the five types of communication strategy (i.e. production/communication extension, product extension/communication adaptation, product adaptation/communication extension, product/communications adaptation, product invention). Which strategy will you use in the host market and why?

#### Country Research Report Rubric

Criteria	Unsatisfactory 0-69%	Progressing 70-84%	Satisfactory 85-100%
<b>Individual Work submitted Weight 20.00%</b>	No work submitted.	Some work submitted.	All work submitted.
<b>Content Weight 50.00%</b>	Assignment is missing significant portions of assignment.	Assignment adequate with only minor parts missing and/or limited application.	Post addresses all aspects of assignment with full application of concepts.
<b>Clarity and Mechanics Weight 15.00%</b>	Writing not clear. Multiple grammatical issues.	Writing is clear but multiple grammatical issues.	Writing is clear, with no grammatical errors.
<b>Citations Weight 15.00%</b>	No credible sources used and cited beyond text. Information used not attributed to its source and/or citations do not adhere to the required APA citation style.	Two or more non-credible sources used and cited beyond text. Information used mostly attributed to its source and citations mostly adhere to the required APA citation style.	Credible sources beyond text used and cited - no questionable sources used. Information used is correctly attributed to its source and citations correctly adhere to the required APA citation style

**Appendix F Group Country Written Report on next page**

## APPENDIX F: Group Country Written Report and Grade Rubric (150 points)

Each group will select for research purposes, one country from **emerging** country/markets. For that country, your group will use the research/survey materials from the four research assignments covering the socio-cultural, economic (specifically including the trade and monetary environment), political & legal, and technological environments to outline the challenges and opportunities of conducting business in the country, and then provide a proposal for a successful international business product launch in the country based on the group's survey and research about the country as well as international business principles. Your proposal should **not** be such that it could apply to any country – the proposal must be tailored to and for the country that the group chose to research. **This is a key point that many students forget.** *This assignment facilitates the mastery of CLO 1 – 8 & MLO 1-62.*

**Grading:** The written report should include the following major topics and it should conform to the grade rubric below which describes how the written report should be completed for each grade level. *See Course Calendar for due dates*

**Guidelines:** All questions require research to be done

- You are not expected to be experts on the country/industry/product you selected. You must provide evidence for ALL your statements using in-text citations with full APA references at the end of the report to show the sources of ALL external information you refer to (this is the basis for the credibility of your report and the validity of your conclusions)
- Please do not copy-paste entire sentences or paragraphs (Vericite will flag this as plagiarism!). Make sure to synthesize multiple sources and convey the information in your own words
  - Write this report as if you were a team of external consultants working for a big client (no informal, text-messages language). No I/Me but We/Us.

**Written Form:** *Follow the outline/format given below.* Your written proposal must use times new roman size 12-font, your group proposal must be 7-10 typed, double-spaced pages (not including the cover page, TOC, and reference list page, and also excluding any appendices of attached data/material for the key figures, charts, etc. used in your paper. All references must **be used [and cited] in the body of your written paper, using APA citation style.**

**Format:**

- 1 **EXECUTIVE SUMMARY:** Short and concise. A broad overview of the country and the proposed product for entry, summarizing the country details important to your proposal - history, climate, etc. – covering the principle points of the report. Not over 2 pages. Cover the principal points of the report, (prepare your summary after your plan has been written).
- 2 **COUNTRY ANALYSIS:** A professionally written factual description of your country's environment, demonstrating significant research based on abundant credible resources properly cited for the following:
  - A. Political Environment (political system, political risks for foreign firms)
  - B. Legal Environment (legal system, legal risks for foreign firms)
  - C. Economic Environment (economic system, economic stability/risk, monetary system)

- D. Trade Environment (major imports, regional economic integration, tariff and trade barriers, government incentives for conducting business there)
- E. Cultural Environment (discuss major cultural components and highlight differences with the United States, provide cultural dimensions' assessment with supporting examples)

(Note: you may integrate information from your Initial country research report, BUT you are not allowed to copy-paste entire sections as is)

- 3 **PROPOSED PLAN FOR NEW PRODUCT ENTRY:** For each item below, your proposal should be professionally written and evidence significant research of credible sources that are properly cited.

- A. **Outline the challenges and opportunities** of doing business in the country for US firms in particular. (Note: you are expected to integrate the facts presented in part two as well as in your Initial country research report and other credible external sources such as, for example, business magazines and quality newspapers).
- B. **Propose a new product to enter** your country based on your analysis in 3A and justify why it represents a good business opportunity and meets the demand of the host market. Build a clear and logical argument explaining your choice including the market- potential indicators to estimate the market demand for the product/service. (Note: you may reuse this part from the initial country research report BUT you **MUST** incorporate the feedback that you received on it by elaborating and correcting your initial argument write-up to avoid losing points; you may also built a brand new argument for a different product if you realized that your initial ideas were erroneous/ irrational).
- C. Discuss your **analysis of the local competition** for your selected product, with special attention to the industry structure, major players (local and foreign) already present. Your analysis should include a discussion of the advantages that your focal/selected company producing or selling this product/service will have in order to compete against existing market players in the country.
- D. **Discuss your entry strategy** including an explanation of the risks your entry mode, the distributions channels, promotion methods, and other relevant considerations such as staffing.
  1. Select an appropriate entry mode for the proposed product (e.g., exporting, licensing, JV, etc.). Explain why you believe this entry mode is adequate. Discuss some of the risks and disadvantages linked to this entry mode.
  2. Identify appropriate distribution channels for your product
  3. Identify appropriate promotion methods
  4. Other relevant consideration: e.g. hr/ staffing if decided to manufacture locally.

Note: be specific in providing real potential business partners and identifying major outlets and players for distribution and promotion in addition to clearly stating your choices and using theoretical concepts from the textbook. Your recommendations should be actionable.

*Group Country Written Report Grade Rubric on next page*

**Country Group Written Report Grade Rubric**

<b>Criteria</b>	<b>Ratings</b>				<b>Pts</b>
<p>1. Executive Summary: A short and concise overview of your country and proposed plan of entry.</p> <p>Should cover the principal points of the report. (1/2 page maximum). <i>CLO 1</i></p>	<p><b>10.0 pts Excellent</b></p> <p>Answer addresses all of the points and satisfies the requirements</p>	<p><b>8.0 pts Good</b></p> <p>Answer addresses most of the points and satisfies the requirements</p>	<p><b>6.0 pts Okay</b></p> <p>Answer addresses some of the points and somewhat satisfies the requirements</p>	<p><b>4.0 pts Unsatisfactory</b></p> <p>Answer minimally addresses some of the points and weakly satisfies the requirements</p>	_____
<p>2. Country analysis: A factual description of your country's environment. A, B, C, D, E from the outline in guidelines</p> <p>Demonstrates effort and significant research based on abundant external sources properly cited; Professionally written. <i>CLO 2</i></p>	<p><b>60.0 pts Excellent</b></p> <p>Answer addresses all of the points and satisfies the requirements</p>	<p><b>48.0 pts Good</b></p> <p>Answer addresses most of the points and satisfies the requirements</p>	<p><b>42.0 pts Okay</b></p> <p>Answer addresses some of the points and somewhat satisfies the requirements</p>	<p><b>30.0 pts Unsatisfactory</b></p> <p>Answer minimally addresses some of the points and weakly satisfies the requirements</p>	_____
<p>3. A. Outline the challenges and opportunities for doing business in your country in general and for U.S. firms in particular.</p> <p>Demonstrates effort and significant research based on abundant external sources properly cited; Professionally written. <i>CLO 3</i></p>	<p><b>15.0 pts Excellent</b></p> <p>Answer addresses all of the points and satisfies the requirements</p>	<p><b>12.0 pts Good</b></p> <p>Answer addresses most of the points and satisfies the requirements</p>	<p><b>9.0 pts Okay</b></p> <p>Answer addresses some of the points and somewhat satisfies the requirements</p>	<p><b>6.0 pts Unsatisfactory</b></p> <p>Answer minimally addresses some of the points and weakly satisfies the requirements</p>	_____
<p>3. B. Propose an American product to enter your country based on your analysis in 3A and justify why it represents a good business opportunity. Build a clear and logical argument explaining your choice including the market-potential indicators to estimate the market demand for the product/service.</p> <p>Demonstrates effort and significant research based on</p>	<p><b>20.0 pts Excellent</b></p> <p>Answer addresses all of the points and satisfies the requirements</p>	<p><b>19.0 pts Good</b></p> <p>Answer addresses most of the points and satisfies the requirements</p>	<p><b>15.0 pts Okay</b></p> <p>Answer addresses some of the points and somewhat satisfies the requirements</p>	<p><b>11.0 pts Unsatisfactory</b></p> <p>Answer minimally addresses some of the points and weakly satisfies the requirements</p>	_____

abundant external sources properly cited; Professionally written. <i>CLO 3</i>					
<p>3. C. Analyze the local competition for the selected product (industry structure, major players local and foreign already present). Discuss the advantages that your focal/selected company producing this product/service has to compete with existing market players in the country.</p> <p>Demonstrates effort and significant research based on abundant external sources properly cited; Professionally written <i>CLO 3</i></p>	<p><b>20 pts Excellent</b></p> <p>Answer addresses all of the points and satisfies the requirements</p>	<p><b>17.0 pts Good</b></p> <p>Answer addresses most of the points and satisfies the requirements</p>	<p><b>13.0 pts Okay</b></p> <p>Answer addresses some of the points and somewhat satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>11.0 pts Unsatisfactory</b></p> <p>Answer minimally addresses some of the points and weakly satisfies the requirements of substantive thoughts expressed, length, completeness</p>	
<p>3. D. Entry strategy: (1) Select an appropriate entry mode for the proposed product (e.g., exporting, licensing, JV, etc.). Explain why you believe this entry mode is adequate. Discuss some of the risks and disadvantages linked to this entry mode. (2) Identify appropriate distribution channels for your product (3) Identify appropriate promotion methods (4) Other relevant consideration: e.g. staffing if decided to manufacture locally. Note: be specific in providing real potential business partners and identifying major outlets and players for distribution and promotion in addition to clearly stating your choices and using theoretical concepts from the textbook. Your recommendations should be</p>	<p><b>25.0 pts Excellent</b></p> <p>Answer addresses all of the points and satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>21.0 pts Good</b></p> <p>Answer addresses most of the points and satisfies the requirements of substantive thoughts expressed, length, completeness</p>	<p><b>16.0 pts Okay</b></p> <p>Answer addresses some of the points and somewhat satisfies the requirements</p>	<p><b>13.0 pts Unsatisfactory</b></p> <p>Answer minimally addresses some of the points and weakly satisfies the requirements</p>	

actionable. Demonstrates effort and significant research based on abundant external sources properly cited; Professionally written; Assessment and conclusions are logical and supported with evidence. CLO 3					
					Total Points: ____/150

***Appendix G - Presentation assignment requirements are on next page.***



**APPENDIX G: Country Presentation & Grade Rubric (50 points)**

*As a group you will present your group's research findings in a presentation* summarizing your research, analysis and proposal *including all group members in the presentation*. **Creativity is encouraged in all presentations. You may wish to consider using role plays, mock business meetings, interview formats, or other devices to maintain interest.** At the minimum level, a set of slides with voice over the slides should be put together as a group. *This assignment facilitates the mastery of CLO 1- 8/MLO 1-62.*

If your group can't physically meet and record a presentation together (the case for most of the groups), I recommend to use Power Point slides recording feature: Slide Show> Record slide show (make sure that your video camera and audio are ON). Once each member records their portion of the slides, you can combine these slides which will have a square in the corner with you talking, and save this PPT in an MP4 format (compress if needed before saving the video). As an alternative, you can also record your parts in Canvas Studio and combine them together afterwards. Please review the grading rubric for more details on how your group presentations will be graded.

To prepare for the group presentation, you can divide up the sections for group members to work on different parts. However, the coordination and integration of the information across all sections is important to produce a coherent and concise report.

**Grading:** Group presentations should be 10-15 minutes in length and should cover key points. It is not necessary to present everything in your proposals: you should focus on a sub-sample of the most interesting and relevant points of each section of the proposal and include major challenges and opportunities as well as recommendations for successful international business product launches in the country. *The grade rubric below explains how your presentation will be grade.*

**Country Presentation Grade Rubric (continued on next page)**

<b>Element</b>	<b>Unsatisfactory (below 70%)</b>	<b>Partially Proficient (70-79%)</b>	<b>Proficient (80-89%)</b>	<b>Exemplary (90-100%)</b>
<b>Content (50%)</b>	The content lacks a clear point of view and logical sequence of information. Includes little persuasive information, questionable sources, and only one or two facts about the topic, and Information is incomplete, out of date and/or incorrect	The content is vague in conveying a point of view and does not create a strong sense of purpose. Sequencing of ideas is often unclear and/or incorrect. Includes some persuasive information with few facts, and some questionable sources. Information cited does not always support ideas and point of view and/or is out of date and incorrect.	The content is mostly written with a logical progression of ideas and supporting factual information. Sequencing of ideas is clear. Includes persuasive information from reliable sources. Information supports ideas and point of view, and is correct and timely.	The content is written clearly and concisely with a coherent and cogent progression of ideas and supporting information is persuasive and reliable. The project includes motivating questions and advanced organizers.
<b>Organization (20%)</b>	The structure and sequencing is unclear and does not appear interesting or relevant to the audience.	Some structure but does not create a strong sense of what is to follow or is hard to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	Students structure relevant information in logical and interesting sequence which the audience can most often follow.	Students structure information in logical, interesting, and compelling sequence, which audience can follow.
<b>Text (10%)</b>	The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.	Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.	Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability. Text is appropriate in length for the target audience and to the point.	The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of text.
<b>Writing: Grammar, mechanics,</b>	Mechanical errors in spelling, capitalization, punctuation, language	Mechanical errors in spelling, punctuation, and grammar errors	The text is clearly written with little or no editing required for grammar,	The text is written with no errors in

<b>punctuation, and usage.</b> (10%)	usage and grammar repeatedly distract the reader and major editing and revision is required. (5+ errors)	distract or impair readability. (3 or more errors)	mechanics, punctuation, and usage.	grammar, mechanics, punctuation, and usage.
<b>Citations</b> (5%)	No way to check validity of information, and/or most sources do not conform to proper citation format.	Some information, is not documented and some sources do not include proper citation format.	Most sources of information use proper citation format, and sources used are documented to make it possible to check on the accuracy of information.	Sources of information are properly cited and the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using appropriate citation format.
<b>Graphics, Sound and/or Animation</b> (5%)	The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.	Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy.	The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Images are proper size, resolution.	The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content. There is a consistent visual theme.

....End of syllabus