

BGS 401.01W/02W
Ceaseless Industry - Globalization
ONLINE COURSE SYLLABUS for Fall 2015

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Welcome to BGS 401!

The *best* way to contact me is by e-mail. This is an online course; therefore, **expect all communication to be online** as well. I will respond to e-mails within a 24 hour time period. **Please ONLY send e-mails to tball@leomail.tamuc.edu. All e-mails *must include* BGS 401.01W/02W in the subject line to expedite response and use proper e-mail etiquette. To do this easily, email me from within eCollege; it will automatically put the course info in the subject line.**

REQUIRED TEXTBOOK:

Global Business Today, 9th edition by Charles W.L. Hill (2015). McGraw-Hill Irwin. ISBN: 978-0-07-811291-1.

COURSE DESCRIPTION: This course provides coverage of a broad survey of international business issues; analyzes the environment in which international business operates; introduces multinational enterprises; global competition, international organizations, treaties and international laws, national trade policies, and the determinants of competitiveness of U.S. firms in international markets. Students will be expected to conduct research on assigned topic(s) and to prepare written documents for evaluation.

COURSE OBJECTIVES: This course aims to improve students understanding that the globalization of business brings new opportunities and threats to governments, firms, and individuals. This course introduces elements of international business that challenges and enables businesses to compete successfully in the global marketplace as it exists today, with an outlook of the future growth and expansion. After completing this course, students should be able to:

- Develop cross-cultural competence through understanding of cultural differences in language, religion, values, customs, and education.
- Develop a working knowledge of the international monetary system, financial markets, trade, investments, and trends toward economic integration around the world.
- Devise and implement strategies that will help provide a competitively advantageous position and differentiate between smaller firms and multinational corporations.
- Demonstrate an understanding of how markets for international expansion can be selected, their demand assessed, and appropriate strategies for their development devised.
- Build a knowledge base of country-specific opportunities and concerns through research, understanding the political, legal, cultural, social, and economical effects.

- **Learning Outcome 1:** Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).
- **Learning Outcome 2:** Students will be able to apply knowledge of the interconnectedness of global dynamics.

SERVICES FOR STUDENTS WITH DISABILITIES:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132 Phone (903) 886-5150 or (903) 886-5835 | Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

GENERAL POLICIES FOR CLASSES: It is the student's responsibility to drop the course if the student does not wish to participate. Any student who will not be able to log into the class web site for more than three (3) days (i.e., because of an extended business trip etc.) should contact the Instructor in advance.

All students enrolled at the University will follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. See Student's Guide Handbook, Rules and Procedures, Code of Student Conduct at <http://www.tamuc.edu/studentLife/documents/studentGuidebook.pdf>.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

The Instructor presumes that each student has a working knowledge of eCollege and has a MyLeo e-mail address. The Instructor urges registered online students to familiarize themselves with eCollege by going through the eCollege tutorial or orientation process. This will ensure that each student will have sufficient knowledge on how to accomplish the requirements of the course. It is NOT the Instructor's responsibility to teach students on how eCollege works.

First time eCollege users: eCollege is generally very user-friendly; however, should you have any questions or concerns about it, you may want to complete an eCollege orientation. You can access the online eCollege Orientation by clicking on the following link: <http://online.tamuc.org/>. The home page will give you directions on how to proceed from there. Your login is your Campus-wide ID # and your password is the same as you use for your MyLeo.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a "Browser Test," login to eCollege, click on the 'MyCourses' tab, then select "Browser Test" link under Support Services.

Technical Support: If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the eCollege Help Desk, available 24 hours a day, seven days a week. The Help Desk can be reached by sending an email to helpdesk@online.tamuc.org or by calling 1-866-656-5511 or by clicking on "Live Support" on the toolbar within your course to chat with an eCollege representative. Additionally, you can click on the "Help" button located at the top of each page for more information.

POLICIES RELEVANT TO BGS 401 STUDENTS:

Course Grading: Knowledge of the substantive material covered in the course is of central importance. Grading will include, where appropriate, consideration of content as well as grammar, style, spelling, and organization.

Grading, Key Content Areas, and Assignments: Grades in BGS 401 are based upon a student's work in three key content areas: quality, consistency, and quantity. These content areas reflect the course objectives and the core communication skills that students are expected to learn. Each of these content areas represents a fixed percentage of the course's content. Since this is a junior level course, grading will include consideration of content as well as grammar, spelling, style, and organization.

Conceptual Integration

Four (4) Exams (10% each)	40%
Case Studies	20%
Quizzes	25%
Discussion Boards	15%

Total 100%

Percentages for course grade level are as follows:

A =	90-100 %
B =	80-89 %
C =	70-79 %
D =	60-69 %
F =	00-59 %

Extra credit work will NOT be assigned, so please do not ask.

Written Communication:

Students **MUST** use APA Style formatting and citation. Additional format instructions are provided along with assignment details. Assignments are expected no later than 11:59 p.m. (CST) on the day they are due. **Late papers will NOT be accepted!** Students will receive a grade of zero for failing to correctly upload an assignment and on time.

Submitting papers: All written assignments must be submitted to the appropriate dropbox within eCollege and be produced in **12-point, Arial type, and double-spaced, with one inch margins**. Always use block left format with jagged right margins. Always use tabs at the beginning of paragraphs. Proofread carefully.

Grammar, punctuation, spelling, and style count heavily in this course. You'll be amazed what Spell Check and Grammar Check will either miss or absurdly advise you to do.

Exams: There will be four exams given throughout the semester. Each exam is worth 12.5%. Exams will be available on Wednesday and close on Sunday. However, please see the schedule on the last page of this document for an approximate timeframe. The exams ARE NOT MEANT TO BE OPEN BOOK OR GROUP WORK. The exams **will be timed** and can only be accessed once; therefore, once you begin, you may not stop and come back to it later. Make sure you have RELIABLE Internet connection before beginning exam.

BE SURE TO DISABLE INTERNET EXPLORER'S POP-UP BLOCKER BEFORE BEGINNING YOUR EXAM!!! YOU COULD BE KICKED OUT IF YOU CLICK ON THE TIMER AND HAVE NOT DISABLED THIS!!! IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU COMPLETE THE EXAMS ON TIME AND THAT YOU PLAN ACCORDINGLY. YOU NEED TO BE SURE YOU PLAN TO TAKE THE QUIZZES AND EXAMS ON COMPUTERS WITH RELIABLE CONNECTIONS. NO MAKE UP EXAMS WILL BE GIVEN!!!!!!

Syllabus Quiz: There will be an initial quiz over the syllabus during week 2 of the semester – due on Sunday, **9/6/15**. This will be a multiple choice quiz which is worth approximately 2% of your total grade. Be sure you read and understand the syllabus thoroughly. There is no make up for this quiz.

Case Studies and Chapter Quizzes: There will be quizzes and case studies given throughout the semester. These are worth a total of 43%. You are expected to contribute to each class session, so you demonstrate active class participation through quizzes and assigned case studies. For each chapter, the class will discuss topics relevant to the materials being discussed through case studies and/or quizzes. As a general guideline, your grade on this portion will be a function of the **quality, quantity, and consistency** (i.e., a somewhat even distribution of activity throughout the term). Quizzes will be available on Wednesday of the week they are scheduled and end on Sunday at 11:59 pm. Please see the schedule for the exact dates. Just as with the exams, the quizzes **will be timed** and can only be accessed once; therefore, once you begin you may not stop come back to it later. **There are no make-up quizzes for any reason. If you miss a quiz, you miss those points.**

Students are expected to understand and utilize APA Formatting, which is required for every written assignment in this course. Please take the time to see our Doc Sharing folder for a Power Point presentation concerning APA Formatting. An extensive resource is also available within the Online Writing Lab (OWL) at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>.

Weekly Content: Each chapter's content will be open during the week it is scheduled and will be closed after the exam that covers it is completed. For example, the content for Chapters 1 through 4 will be closed after Exam 1 is completed. Please keep up with the scheduled readings for the week. Once a chapter has been closed, it will not be re-opened.

Discussion Boards: The discussion board is worth 15% of your grade and is a very important part of an online class environment. You must participate in each discussion assignment in order to receive credit. Failure to participate will result in a grade of zero. Most chapters will have a discussion area in which you will be required to discuss the various topics I have up, including cases in the text book, general topics, and "what would you do" scenarios. **Each student is required to post at least ONE original post using your own ideas and make at least ONE response to someone else's topic to receive full credit.** So...in other words, you must make two postings on every discussion. Example: One original post and no response to someone else's posting will result in a grade of 50. Merely making a post to the topic will not ensure full credit. Discussions will be graded on content – in other words – quality control. I'm not grading you on length; however, one word posts will get you nothing. I want to see that you are actively participating and actually thinking about your posts and responses. I also expect the grammar, spelling, punctuation, and capitalization to be that of a college educated person. I don't want to see posts that look as if you are text messaging your best friend.

Each chapter's discussion will be open during the week it is scheduled and will be closed on Monday of the following week. For example, Chapter 1 discussion will be closed on Monday, September 7th, so you will need to have posted to it before midnight on Sunday, September 6th. Please keep up with the scheduled readings for the week. Most weeks you will be required to post to two chapters as opposed to one. **Once the chapter discussions have been closed, they will not be re-opened and will be in read-only format.**

Professional Conduct: The instructor reserves the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. This includes contributing inappropriately in class, disregard assignments and grading policies, etc. Additionally, I expect every student to maintain a professional level with respecting opinions of the instructor and students.

Academic Integrity: In this course the need for collaboration is undeniable if you are to excel, even in cases of individual work. There is a fine line in this process. You are encouraged to seek the help and advice of others. However, you *must* do your own work. My personal policy, which will guide this course, is this: I trust you to behave honestly and ethically in all circumstances.

Academic Honesty: Plagiarism and other forms of academic dishonesty will not be tolerated. Instructors "are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material." See 13.99.99.R0.10 Academic Honesty at <https://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/13.99.99.R0.10AcademicHonesty.aspx>.

PLAGIARISM: Some people seem to believe that anything found on the Internet is free to use as they please. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals. In this course, APA style citation is expected. Any written assignments must include in text citations as well as a separate reference page. Keep the following in mind:

1. It is generally not advisable to quote anything verbatim in a paper unless there is an overriding reason to do so, such as the use of a particular phrase or sentence that illustrates a point well and should not be changed. When you do so, you must provide place the statement in quotes in addition to a footnote at the end of the quote. Not placing the statement in quotes implies that the wording is your own.
2. Changing a few words in a sentence (for example, "large" to "big") may alleviate the need for quotes (depending on how much you change), but it is not the best way to go. If you are not going to provide a direct quote, then the material should be stated in your own terms. Changing a couple of words implies laziness.
3. Every idea you get from another source must be cited. Placing 100 citations in a paper does not imply that the work is not original, but that you did a proper job of giving credit where it was due.
4. The real danger in a "cut and paste" approach to report writing is that you end up including a lot of information that is related to the topic about which you are writing, but does not really address what you are trying to say. Putting things in your own words allows you to focus your comments more effectively.

Any deviation from the guidelines concerning quotes and citations constitutes plagiarism, as it suggests that you are trying to submit someone else's work and creativity as your own. In accordance with the Texas A&M University-Commerce Code of Student Conduct Section 5.b [1, 2, 3], the penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. If you have any questions, please let me know.

The following web site provides valuable insight relating to what constitutes plagiarism and how it may be avoided:
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

TENTATIVE SCHEDULE FOR BGS 401.01W/02W Fall 2015

Please Note: Late papers will **NOT** be accepted.

Chapter:	Course Work:	Due:
Introduction to the Course	AHP (Required)	9/6
1 Globalization	Discussion	9/6
2 National Differences in Political, Economic & Legal Systems	Quiz	9/6
	<i>Syllabus Quiz</i>	9/6
	<i>Case Study</i>	9/13
3 National Differences in Economic Development	Quiz (LO 1)	9/13
4 Differences in Culture	Discussion	9/13
	<i>Exam 1 (Chapters 1 – 4)*</i>	9/20
5 Ethics, Corporate Social Responsibility & Sustainability		9/27
6 International Trade Theory	Case Study	10/4
7 Government Policy & International Trade	Quiz	10/11
8 Foreign Direct Investment	Discussion (LO 3)	10/11
	<i>Exam 2 (Chapters 5 – 8)*</i>	10/18
9 Regional Economic Integration		10/25
10 Foreign Exchange Market	Quiz (LO 2)	10/25
11 The International Monetary System	Case Study	11/1
12 Strategy of International Business	Discussion (LO 4)	11/8
	<i>Exam 3 (Chapters 9 – 12)*</i>	11/15
13 Entering Foreign Markets	Discussion	11/22
14 Exporting, Importing & Countertrade	Case Study (LO 5)	11/29
15 Global Production & Supply Chain Mgt.	Quiz	12/6
16 Global Marketing & Research and Development	Quiz	12/13
	<i>Final Exam (Chapters 13-16)*</i>	12/18

Please Note: The instructor reserves the right to change this schedule as circumstances may dictate. All changes will be announced.

Rubric for Case Study Assignment

Criterion	4	3	2	1 or 0	Score
	A-level qualities (90–100)	B-level qualities (80–89)	C-level qualities (70–79)	D- or F-level qualities (60–69 or <60)	
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements	
Understanding	Demonstrates a sophisticated understanding of the topic(s) and issue(s)	Demonstrates an accomplished understanding of the topic(s) and issue(s)	Demonstrates an acceptable understanding of the topic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s) and issue(s)	
Analysis, evaluation, and recommendations	Presents an insightful and thorough analysis of all issues identified; includes all necessary financial calculations	Presents a thorough analysis of most issues identified; includes most necessary financial calculations	Presents a superficial analysis of some of the issues identified; omits necessary financial calculations	Presents an incomplete analysis of the issues identified	
	Makes appropriate and powerful connections between the issues identified and the strategic concepts studied in the reading; demonstrates complete command of the strategic concepts and analytical tools studied	Makes appropriate connections between the issues identified and the strategic concepts studied in the reading; demonstrates good command of the strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the strategic concepts studied in the reading	
	Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective	

Analysis, evaluation, and recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the reading	
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation	
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized	
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines	
Total:					

Note: Criteria are evaluated on a 4-3-2-1-0 basis. Total rubric points are converted first to a letter grade and then to a numerical equivalent based on a 0-100 scale: 33-36 = A (93-100); 32 = A- (90-92); 30-31 = B+ (88-89); 24-29 = B (83-87); 23 = B- (80-82); 21-22 = C+ (78-79); 15-20 = C (73-77); 14 = C- (70-72); 7-13 = D (60-69); 0-6 = F (below 60).

