



DEPARTMENT OF MANAGEMENT AND MARKETING

***MBA 5135 STRATEGIC MANAGEMENT-2: THE FORMULATION AND  
IMPLEMENTATION (*In-Person*)  
Fall-2026***

**Instructor:** Dr. Ozbek [Ph.D. in Business Administration with Strategic Mgmt. concentration, M.S. in Business, M.B.A., M.S. in Mgmt. Science, B.S. in Computer Engineering.]

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**Email:** [oozbek@tamusa.edu](mailto:oozbek@tamusa.edu)

**Office hours:** F 4:30-6:00 pm; Th: 9-11 am (via Zoom). (Let me know what day and time you would like to meet with me including the topic you would like to discuss via email in advance.)

**Virtual office hours:** <https://tamusa.zoom.us/j/84148410644>

**Class location & time:** BLH 155; 6:00-9:45 pm on Oct. 2, 9, 16, 23, 30 (Fridays).

*“The best way to predict your future is to create it.”, Peter Drucker*

*“Strategy is about making choices, trade-offs; it’s about deliberately choosing to be different.”, Michael Porter*

**Required course material:**

- Thompson, A. A., et al. 2025. ***Crafting and Executing Strategy: The Quest for Competitive Advantage (Concepts and Cases)***, McGraw-Hill. (You can register for the CONNECT “full” edition of this textbook via Blackboard; registration support video: <http://video.mhhe.com/watch/UZnyThhiZgbh3pKQFBiQUZ> ). Any technical issues/questions should be directed to McGraw-Hill Connect Customer Service (800-331-5094 , 800-338-3987 or [Student Support | McGraw Hill \(mheducation.com\)](http://StudentSupport|McGrawHill(mheducation.com)) ).
- ***Strategic Innovation Simulation: Back Bay Battery v3*** by Harvard Business Publishing. Complete your registration by using <https://hbsp.harvard.edu/import/1443925> (The fee has already been paid by the College). Any technical issues/questions should be directed to HBSP Customer Service (800-545-7685 or [custserv@hbsp.harvard.edu](mailto:custserv@hbsp.harvard.edu) ).

**Our “ultimate” goal in this class is:**

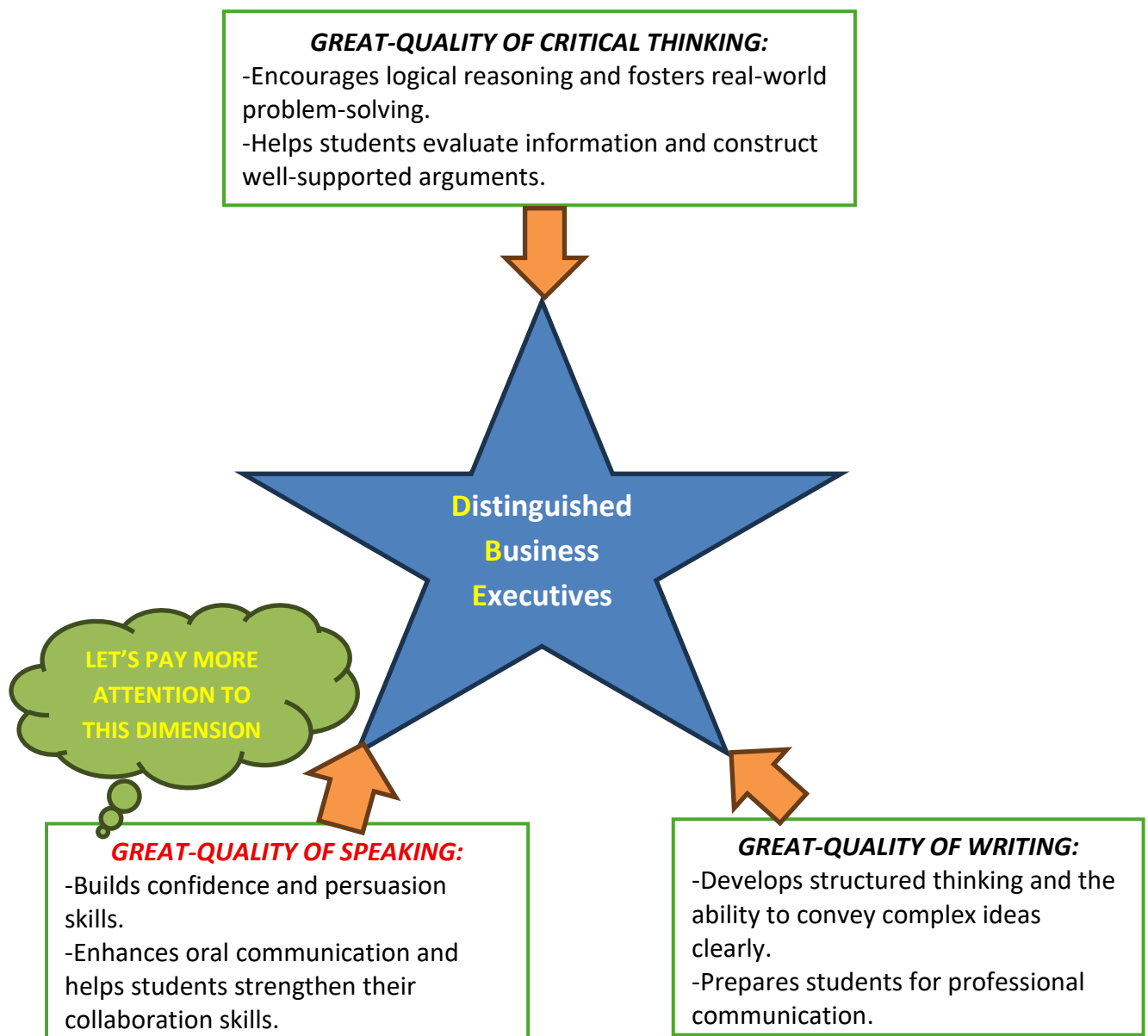




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**OUR MOTTO IN THIS CLASS: DEVELOPING “DISTINGUISHED” BUSINESS EXECUTIVES WHOSE EXCELLENCE IN WRITING, SPEAKING, AND CRITICAL THINKING DRIVES SUCCESS IN THE FIELD OF STRATEGIC MANAGEMENT.**

### **\*\*\*THE D.B.E. (DISTINGUISHED BUSINESS EXECUTIVES) FRAMEWORK\*\*\***





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### Course (*catalog*) description:

*“This course will introduce students to the concept of strategic management. The history and evolution of strategy and strategic management, the necessity of continued, rigorous environmental analysis, corporate social responsibility, ethics, globalization, and global competitiveness will be discussed.”*

Main topics in this class include the following:

- The differences among five generic competitive (a.k.a. business-level) strategies,
- The definitions of cost vs. value (a.k.a. differentiation) drivers,
- The characteristics three “distinct” international strategies along with the differences among foreign entry modes,
- The definition of diversification as well as the differences between related and unrelated diversification,
- The characteristics of “distinct” approaches to diversify,
- The definitions of ethics, CSR, and sustainability along with their relationships to strategy.

Overall, this course will provide you with a great learning opportunity of critically analyzing organizations by using a strategic “lens”, developing strategic solutions to organizational problems, and being able to make better strategic decisions to improve your organization’s performance. As future executives in organizations, you will find all these concepts fascinating via improving your formulation & implementation perspectives in strategic management (SM) throughout this course. In general, this class is designed to be **challenging, fun, interesting, and require you to think.**



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### Instructor's educational philosophy:

I view teaching as a **partnership** with my students, and I take seriously my responsibility to support your learning and development. I begin with the assumption that you are taking this course because you want to learn, challenge yourself, and grow both personally and professionally. ***My responsibility is to create meaningful opportunities for you to learn, think, and apply new ideas; your responsibility is to engage with those opportunities and put forth your best effort.***

I believe that a positive and curious mindset is an important first step toward success. Rather than simply learning new concepts, I encourage you to ask: ***“What can I learn from this, and how can I use it to become a better manager and business professional?”*** Familiarizing yourself with the syllabus from the beginning and communicating with me openly and promptly throughout the semester will also contribute greatly to your success.

Finally, **FAIRNESS and INTEGRITY** are two principles that guide my teaching and decision-making in every course. I will hold you to high standards, but I will also do everything I reasonably can to support your success. Throughout our academic journey together, ***I am always willing to help.***

### Student learning outcomes:

1. Defining overall cost leadership, differentiation, focus (focus-cost and focus-differentiation), and hybrid strategies,
2. Listing both cost and value drivers,
3. Explaining the Diamond Model and the characteristics of global, transnational, and multidomestic strategies,
4. Listing “distinct” foreign entry modes,
5. Defining related and unrelated diversification,
6. Explaining the unique characteristics of corporate-level strategies,
7. Defining ethics, CSR, and environmental sustainability,
8. Explaining the very costs of business ethics failures.



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**Course requirements: (All due dates are listed under your “tentative” course schedule.)**

- **Final exam (25 points):** This includes 50 true-false and multiple-choice questions. All questions are based on PowerPoint slides, required textbook chapters, handouts, worksheets, and any additional information provided by the instructor during the class. You may bring **up to two standard letter-size sheets of paper (8.5 × 11 inches each)** to the exam. Both sides of each sheet may be used, and your notes may be handwritten, printed, or a combination of both. **Only these two sheets will be permitted as reference materials during the exam; materials that do not meet these specifications may not be used.** (NOTE: You will need a scantron 882-E test form.)
- **Smartbook quizzes (20 points):** You will take four online quizzes based on all assigned textbook chapters. The primary goal of these quizzes is **not fast completion, but full understanding of the chapter concepts**. As you work through each quiz, you should pay particular attention to the questions you answer incorrectly. Rather than simply moving on, you should take the time to understand **why your answer is incorrect, how the concept is correctly defined, and—most importantly—how that concept can be applied** to real-world business and managerial situations.
- **Executive Decision Challenges “E.D.C.s” (10 points):** These are brief, individual, in-class exercises designed to assess your ability to apply course concepts to managerial decisions. You may use your chapter PowerPoint slides and class notes; however, **electronic devices are not permitted**. These E.D.C.s may include **multiple-choice, true-false questions, and a short executive decision scenario** requiring you to make and briefly justify a recommendation. At the end of the course, **only your two highest E.D.C. scores will be used in calculating your final course grade. Your lowest E.D.C. score will automatically be dropped.** Therefore, although you are going to complete three E.D.C.s, a maximum of 10 points will count toward your final course grade. (Important: All students are required to complete all three E.D.C.s. The “dropped-score” policy is intended to provide flexibility for one lower performance; it should not be viewed as an “optional” E.D.C. Doing so will result in the average of all three grades to become your final course grade.)
- **Executive Learning Reflection “E.L.R.” (5 points):** The purpose of this assignment is to reflect on what you have learned in Strategic Management, how the course has contributed to your development as a prospective executive, and how the learning experience could be further strengthened. Your completed assignment should be **four pages (stapled) in length and double spaced**. Your responses should be concise and



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directly address all questions listed below. (IMPORTANT: Submissions exceeding four pages may be subject to some point deductions.)

- What is your very own definition of strategic management, and why is strategic management important to corporations? Provide ***your answer in your own words*** rather than simply providing a textbook definition. (1 page)
  - In what ways has our Strategic Management class helped you become a stronger prospective executive? Identify ***three specific ways and explain*** each. (2 pages)
  - If you could change one aspect of our Strategic Management class to better assist you with your learning efforts, what would it be? Explain why this change would improve ***your learning experience***. (½ page)
- **Case analysis report and discussion (10+5 points):** This is a group assignment based on a case study from your textbook. The instructor will provide you with open-ended questions in advance. Your report will answer these questions by linking facts provided in the case and concepts covered in class. In the context of the discussion, each student will be expected to answer two questions (**one assigned and another by choice**) both comprehensively and confidently. Reading from any notes may be subject to some point deductions (see the rubric at the end of this syllabus).
- **Strategic Innovative Simulation “S.I.S.” performance and presentation (10+15 points):** This simulation requires both individual- and team-level work.
  - **First**, individually you need to complete the online tutorial and two practice rounds as well as read the pdf document provided by the instructor (***due midnight on 10/04-Sun.***).
  - **Second**, as a team, you need to assign each team member with a “C-suite” role, make him/her responsible for some specific sections in this simulation, and come up with your “game plan.”
  - **Third**, as a team, you will play ten (***due midnight on 10/11-Sun.***) practice rounds.
  - **At the end**, as a team, you will play one final (***due midnight on 10/13-Tue.***) competition round, where your performance is to be graded **based on the cumulative profit** (see the next page).

Regarding your presentation (**5-6 minutes**), it will be based on the Powerpoint slides (**10-12 slides**). **While presenting, you may not use any documents/materials.** (Doing so may be subject to some point deductions.) The rubric for your presentation can be found at the end of this syllabus.



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The grading scale of your simulation performance is as follows:

- *Submitting decisions for two individual practice rounds: 1 pt.*
- *Submitting decisions for ten team practice rounds: 5 pts.*
- *Making the highest three cumulative profits in the final round: 4 pts. (the next highest three cumulative profits: 3 pts.; the lowest two cumulative profits: 2 pts.; no profit: 1 pt.)*

**[Simulation rounds follow fixed deadlines. Therefore, missed rounds cannot be reopened!]**

- *Peer evaluations:* These scores will be directly incorporated with your S.I.S. teamwork score. For instance, if your team gets a total of 18 points and you get 7 out of 10 from your peer evaluations, your group project grade will be “ $18 \times 0.7 = 12.6$ ”. You will submit this form as hard copy on the day of your presentation only if you assign someone with a grade equal and lower than 8. Peer evaluations policy can be seen at the end of this syllabus.



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### Important Note on Teamwork and Corporate Citizenship

Group projects are designed not only to apply course concepts but also to build the professional collaboration skills expected of business undergraduates. **Good corporate citizenship** is strongly valued in our class, which means supporting one another and contributing positively to the team. You are not expected to either “like” or “dislike” your teammates—this is about working respectfully and efficiently toward a shared objective.

Every team member is responsible for contributing **timely, meaningful, and high-quality work** to the project. If a member fails to cooperate, communicate, or deliver their assigned tasks, the team should notify the instructor immediately so that their project is not being jeopardized. **Persistent nonparticipation** may result in removal from the team and an individual grade adjustment.

This policy reflects the professional standards expected in real organizations: **accountability, respect, professionalism, and commitment to collective success.**

**Grading policy:** Class grades will be decided based on the following:

- Final exam: **25**
- Smartbook quizzes: **20**
- E.D.C. & E.L.R.: **15**
- Case report and discussion: **15**
- S.I.S.: **25**

★ A = 90–100 ★

B= 80–89, C= 70–79, D = 60–69, F= 59 and below.



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### OTHER IMPORTANT POLICIES:

**Class attendance:** Regular attendance is essential and required. (I will take attendance at random times.) Missing a class means missing discussions, applications, presentations, and team activities that cannot always be recreated independently.

**Continuous and logical class contribution:** Everybody is expected to speak in this class. The instructor may ask you questions by calling your name. Your responses are expected to be both logical and comprehensive.

**Discretionary bonus points for exceptional class contribution:** Active and thoughtful participation is an important part of our learning environment. Although class contribution is not assigned a separate numerical grade, the instructor may award a limited number of discretionary bonus points at the end of the semester to students who have demonstrated exceptional and sustained contributions to the learning experience of the class. Such contributions may include consistently offering thoughtful insights, making meaningful connections between course concepts and business situations, and constructively engaging with the ideas of others. These bonus points are not automatic or guaranteed and will be awarded solely for exceptional class contribution rather than simply for attendance or occasional participation.

**Final grade-boundary policy:** Individual assignment and assessment grades will not be rounded during the semester. At the end of the semester, however, I provide students with a one-point grade-boundary benefit: a final course average of 89.0–89.9 will receive an A, 79.0–79.9 will receive a B, 69.0–69.9 will receive a C, and 59.0–59.9 will receive a D, provided that the student has completed all required assignments and earned a passing grade on each of them. This policy is applied consistently to all students who meet these conditions; no additional rounding will occur.

**Class attendance:** Attendance is required. If you are going to be absent based on a university-granted excuse, you will need to inform me via email immediately. If you are going to miss the class and there is an assignment due that day, you will still be responsible for emailing it to me as a Pdf document by its due date and time. For those days when you are absent, it is totally your responsibility to talk to your classmates, ask for their class notes, study all that information on your own, and come to my office hours to ask your clarification questions (if any).

**Professionalism:** I expect my students to act professionally. Very simply, our classroom should operate similar to an executive meeting: arrive timely and prepared, contribute thoughtfully, respect differing viewpoints, remain engaged, and avoid activities that distract you or others.

**Assignment submission policy:** All the assignments need to be submitted by the due date and time. Late work will not be accepted/graded. On the other side, for instance, due to your “special” situation, if you are unable to submit your assignment timely but still interested in completing it, you can always come talk to me so that I will assess your request.



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**Proper English policy:** I recommend you get help and advice from the Writing Center (<https://www.tamusa.edu/student-resources/academic-success-center/writing-center/index.html> ) before submitting your assignments. At this level of a course, students should be able to communicate their ideas clearly, concisely, and professionally. Written assignments will therefore be evaluated not only for strategic insight but also for organization, clarity, evidence, and professional presentation. In the context of using “proper” English, for instance, rather than using “*things*” and “*like*”, you should use “*factors*” and “*such as*.”

**Make-up exam policy:** There will be no make-up exam unless there is an emergency health situation documented by a doctor’s official letter, *or* the death of an immediate family member (parent/sibling/grandparent) documented by a doctor’s official letter, *or* a special situation accepted by the University such as a participation in an authorized University activity, *or* a legal proceeding that requires your presence. In general, I strongly recommend you take your exam at its scheduled time. Make sure to remember that it is your responsibility to arrange a time for the make-up exam based on your and the instructor’s availability.

**Blackboard policy:** I will post the course PowerPoint slides and any other supportive course materials on this online educational platform. It is your responsibility to check it regularly (at least once a day) to be informed of any changes or additional materials.

**Communication policy:** In the context of time efficiencies, I am asking you to email me only from your jaguar.tamusa.edu account via outlook. This means that any messages sent via Blackboard will not receive any response from me. If you are emailing me on behalf of your team, make sure to CC all your team members so that they are aware of my answers to your team-based questions.

**Electronic devices policy:** Laptops, notebooks, and tablets are welcome when they support your learning. Please only use technology in ways that allow you and your classmates to remain fully engaged in the classroom.

**Academic integrity violations policy:** Simply put, scholastic dishonesty, which primarily includes cheating, plagiarism, and collusion, will not be tolerated in this course. In other words, I have a “zero tolerance” policy regarding any incidents related to academic integrity. All your work in this course must be your individual effort, which means that no collaboration is allowed for any assignments except team-based work. In particular, if I suspect that you have been assisted by another student to complete your work required for this course OR you have aided another student to complete his/her work OR you have used some information from a reference without citing it OR you have used any unpermitted materials during the exam, you will earn a zero grade for that assignment and I will report the incident to my Department Chair and my Dean right away. Finally, you may not use/cite any papers provided by “essay writing/selling” companies and/or other non-credible websites such as [www.ukessays.com](http://www.ukessays.com), [www.slideshare.net](http://www.slideshare.net), [www.essay48.com](http://www.essay48.com), [www.essaypro.com](http://www.essaypro.com), etc. in your assignments.



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### **Artificial intelligence (AI) policy: *Customized Use of Generative AI Permitted Within Guidelines***

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them except using direct “copy & paste” statements. In other words, you may not submit any work directly generated by AI without including your intellectual contributions. To adhere to our scholarly values, students must cite any AI-generated material that has informed their work. Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio’s standards of academic integrity.

**Questions about your grades:** Remember that my hope is to see you earn the highest possible grade for an assignment/exam based on the quality of work that you’ve provided. If you think that I have made a mistake in grading any of your assignments, please do the following before talking to me: Carefully review your assignment and look for the correct answer in your textbook and PowerPoint slides; compare them with your response; write down what you think the error is; and make an appointment to meet with me and then we will review the assignment or exam together. If I agree that there is a mistake, your grade will be happily adjusted; however, reviewing your work does not guarantee a grade adjustment.

If you have any questions/concerns/issues about anything related to this class, the most effective and efficient way to resolve them will be via directly communicating with your instructor in a professional and timely manner.

Librarian to contact: You should feel free to contact the business librarian Ms. Stephanie Ray([sray@tamusa.edu](mailto:sray@tamusa.edu)) if you need any assistance in finding course-related resources and/or materials to complete your assignments successfully.

To make an appointment with the Writing Center, you can use this link below:  
<https://www.tamusa.edu/student-resources/writing-center/How-To-Make-An-Appointment.html>



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### TENTATIVE 5135 Course Schedule (\*)

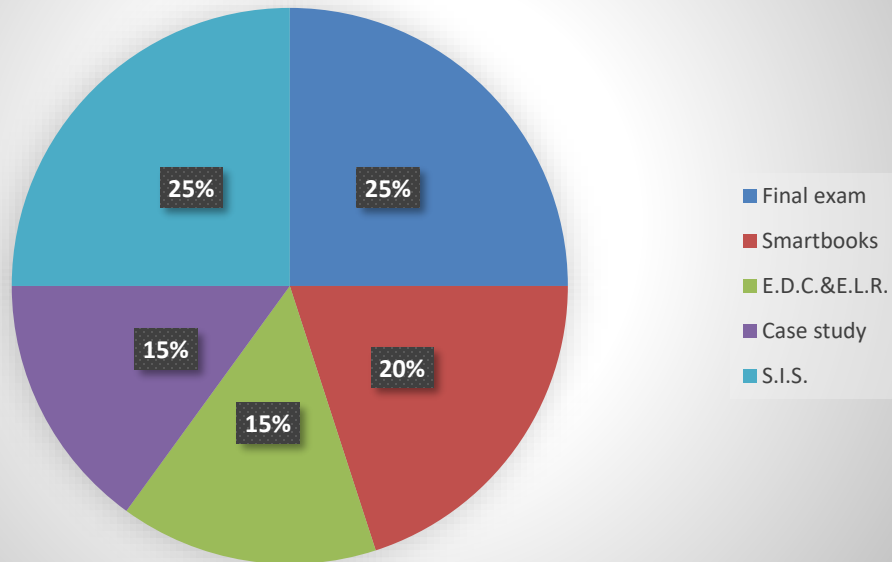
| DATES   | CHAPTER                                                     | TOPIC                                                                                                                                    | ASSIGNMENTS DUE                                                                                                                                                                                                                                                                   |
|---------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OCT-2   | Welcome to MBA 5315!<br><br>Chapter 5                       | Introduction to Syllabus and Administrative Matters<br><br>The five generic competitive strategies<br><br>Introduction to the simulation | Read and understand your syllabus & bring all your questions to class<br><br>Sign up for the simulation<br><br>SmartBook quiz for C-5 due midnight on <b>OCT-11 (Sun.)</b><br><br>Simulation_ decisions for two individual practice rounds due midnight on <b>OCT-4 (Sun.)</b>    |
| OCT -9  | Chapter 7                                                   | Strategies for competing in international markets                                                                                        | SmartBook quiz for C-7 due midnight on <b>OCT-11 (Sun.)</b><br><b>E.D.C.-1 due in class</b><br><br>Simulation_ decisions for ten team practice rounds due midnight on <b>OCT-11 (Sun.)</b><br><br>Simulation_ decisions for team final round due midnight on <b>OCT-13 (Tue.)</b> |
| OCT -16 | Chapter 8                                                   | Corporate strategy<br><br>Case discussion                                                                                                | SmartBook quiz for C-8 due midnight on <b>OCT-25 (Sun.)</b><br><b>E.D.C.-2 due in class</b><br><br>Case reports due in class                                                                                                                                                      |
| OCT -23 | Chapter 9                                                   | Ethics, corporate social responsibility, environmental sustainability, and strategy<br><br>Simulation presentations                      | SmartBook quiz for C-9 due midnight on <b>OCT-25 (Sun.)</b><br><b>E.D.C.-3 due in class</b><br><br>Simulation presentations due in class                                                                                                                                          |
| OCT -30 | Global Strategic Perspectives (G.S.P.)<br><br>Review & Exam | G.S.P.: How to do business overseas<br><br>Overall Review<br><br>Final Exam                                                              |  <br><b>E.L.R. due in class</b>                                                                         |

(\*) The instructor **reserves the right to make any changes** to this calendar (as well as syllabus) when necessary, to better serve the educational needs of MBA 5315 students.



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**MBA 5135: SUMMARY OF YOUR REQUIRED  
ASSIGNMENTS/RESPONSIBILITIES**





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**PEER EVALUATION FORM**

Team number/name: \_\_\_\_\_

**Teamwork Grade Awarded**

**Student's Name**

**(Min:0; Max: 10; No decimals)**

1. \_\_\_\_\_(yourself) \_\_\_\_\_
2. \_\_\_\_\_(student #1) \_\_\_\_\_
3. \_\_\_\_\_(student #2) \_\_\_\_\_
4. \_\_\_\_\_(student #3) \_\_\_\_\_
5. \_\_\_\_\_(student #4) \_\_\_\_\_
6. \_\_\_\_\_(student #5) \_\_\_\_\_

**(You are required to submit this assessment form only if you have given a total grade of 8 and below. You will also need to provide an explanation on the next page. This means that **if you have given either a 9 or 10, you are not required to submit this form.**)**

**\*\*Peer Evaluation Rubric\*\***

| <b><i>Questions</i></b>                                     | <b><i>Max. Scores</i></b> |
|-------------------------------------------------------------|---------------------------|
| He/ she attended all our team meetings.                     | 2                         |
| He/ she contributed to a fair share of our team's workload. | 2                         |
| He/ she met all deadlines set up by our team.               | 2                         |
| He/she positively contributed to all our team meetings.     | 2                         |
| The quantity of work he/ she completed was satisfying.      | 1                         |
| The quality of work he/ she completed was satisfying.       | 1                         |



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**PEER EVALUATION FORM (cont.)**

**Explanation for Yourself: ....**

**Explanation for Student #1: ....**

**Explanation for Student #2: ....**

**Explanation for Student #3: ....**

**Explanation for Student #4: ....**

**Explanation for Student #5: ....**

**ANY ADDITIONAL COMMENTS: ....**



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### GUIDELINES FOR S.I.S. TEAM PRESENTATIONS

- If you are *either absent, late, or not prepared* for the day you've been assigned to present, you will earn a zero grade as your total simulation grade.
- Make sure to do at least two practice sessions as a group prior to your presentation in class. During these practices, make sure to effectively follow the instructor's guidelines provided in the rubric below.
- The instructor will evaluate your performance both as a group and individually. This means that students in the same group may earn different grades based on their performance while presenting.
- You are not permitted to use any documents/materials during your presentation. Doing so may be subject to some point deductions.
- The content of your presentation may include the following:
  - **Opening/Title:** Professional title slide identifying the company/team and purpose of the presentation.
  - **Executive Overview:** Briefly communicates the overall story: What happened? What were the most important results?
  - **Key Results:** Presents the most important simulation outcomes and performance indicators—not every available number.
  - **Visual Evidence:** Uses appropriate charts, graphs, tables, or other visuals to make results immediately understandable.
  - **Analysis/Interpretation:** Explains why the results occurred rather than simply reporting them.
  - **Strategic Decisions:** Connects major decisions/actions to the resulting performance.
  - **Strengths & Challenges:** Identifies what has worked particularly well and where the company/team has encountered problems.
  - **Lessons Learned:** What did the team learn from its decisions and results?
  - **Executive Conclusion:** Ends with 2–3 clear takeaways rather than simply saying "Thank You."



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### --- S.I.S. Team Presentation Evaluation Rubric ---

| <b>Questions</b>                                                                                                                                                                                                                                                                                                                                                      | <b>Max. scores</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Clarity and comprehensiveness of explaining “key” points stated on the previous page                                                                                                                                                                                                                                                                                  | 5                  |
| Format of the slides (e.g., font size and readability [large enough to read easily], amount of text [use of concise bullets/phrases rather than paragraphs and full sentences], color and contrast [professional color choices and no distracting combinations], consistency [overall design across the slides], professional use of visuals [logos, charts, tables]) | 5                  |
| Using body language appropriately                                                                                                                                                                                                                                                                                                                                     | 1                  |
| Fluency of the speech                                                                                                                                                                                                                                                                                                                                                 | 1                  |
| Keeping eye contact with the audience                                                                                                                                                                                                                                                                                                                                 | 1                  |
| Timing of the speech (5-6 minutes +/- 30 seconds OK)                                                                                                                                                                                                                                                                                                                  | 1                  |
| Equal time distribution among team members                                                                                                                                                                                                                                                                                                                            | 1                  |
| <b>TOTAL POINTS</b> (Making too short/long presentations, which refers to less than 4.5 minutes or more than 6.5 minutes, will result in some additional reduction of your presentation grade.)                                                                                                                                                                       | <b>15</b>          |



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### CASE DISCUSSION RUBRIC

\* Your case discussion contributions will be graded based on the following two criteria:

1. **Answer the assigned question — approximately 30–60 seconds, demonstrating preparation, case knowledge, and reasoning.** (Your answers should be *long enough* to clearly state and support your position, but *concise enough* to allow for discussion.)
2. **Contribute meaningfully to at least one other question — build on, challenge, connect, or add evidence to another student's response.**

\* In your answers, here is the 3-step strategic flow you may want to follow:

**Position → Evidence → Reasoning**

\* A qualifying contribution must **add value**. “I agree/disagree/like that” without explanation **would not count**. It can:

- build on another student's argument;
- respectfully challenge an argument;
- provide additional case evidence;
- offer an alternative recommendation;
- connect the discussion to a course concept; or
- identify a managerial implication that hasn't been discussed.

\* Here is the grading scale for your case discussion contributions:

**5 = Excellent** — Insightful, well-supported assigned answer and meaningful contribution to another question; demonstrates strong case preparation and managerial/strategic thinking.

**4 = Strong** — Clearly answers assigned question and contributes to another question, but analysis or contribution could have greater depth.

**3 = Adequate** — Basic understanding of the case; response and/or additional contribution is relatively superficial.

**2 = Limited** — Weak preparation, incomplete/unclear assigned answer, or very limited meaningful participation.

**1 = Minimal** — Present but makes little substantive contribution to the discussion.

**0 = No meaningful participation/absent.**

\* During our discussion, although you may use your notes as a reference, they should not become a script. Reading a pre-written answer word-for-word will reduce the quality of your discussion score. Therefore, ***you should be speaking to the class, not reading to the class.***



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### IMPORTANT UNIVERSITY POLICIES AND RESOURCES

**University Email Policy and Course Communications:** All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu) or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

**Academic Accommodations for Individuals with Disabilities:** Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](http://www.dss.tamusa.edu) or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

**Academic Learning Center:** All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

#### Appointments available MATH Walk in Tutoring – No appointment needed

|           | Appointments available | Walk in Tutoring – No appointment needed |
|-----------|------------------------|------------------------------------------|
| MONDAY    | 8 am – 6 pm            | 9 am – 5 pm                              |
| TUESDAY   | 8 am – 6 pm            | 9 am – 5 pm                              |
| WEDNESDAY | 8 am – 6 pm            | 9 am – 5 pm                              |
| THURSDAY  | 8 am – 6 pm            | 9 am – 5 pm                              |
| FRIDAY    | 8 am – 5 pm            | 11 am – 4 pm                             |

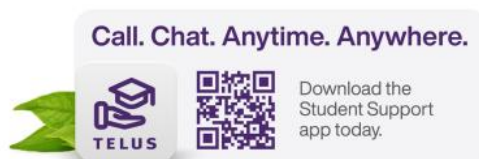
**Counseling/Mental Health Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



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**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Jaguar Writing, Language, and Digital Composing Center (WLDCC):** The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing [wldcc@tamusa.edu](mailto:wldcc@tamusa.edu).

**Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.



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**Religious Observances:** Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu).

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

**Pregnant/Parenting Students:** Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings



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of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

**Young Jaguars** can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at [youngjaguars@tamusa.edu](mailto:youngjaguars@tamusa.edu) or call (210) 784-2636.

**Students' Rights and Responsibilities:** The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.



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Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

| Dates                    | Event                                                                                                           |
|--------------------------|-----------------------------------------------------------------------------------------------------------------|
| August 20                | Tuition & Fee Payments deadline                                                                                 |
| August 24                | First day of class                                                                                              |
| September 7              | Labor Day Holiday – No Classes / University Closed                                                              |
| September 9              | Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment |
| October 5 – October 16   | Midterm grading period                                                                                          |
| November 13              | Last day to drop with an automatic “W”                                                                          |
| November 25              | Study Day – No classes                                                                                          |
| November 26-November 28  | Thanksgiving Holiday – No Classes / University Closed                                                           |
| November 30              | Last day to drop a course or withdraw from the University                                                       |
| December 4               | Last day of classes                                                                                             |
| December 5 – December 11 | Final exams                                                                                                     |
| December 15              | Commencement                                                                                                    |
|                          |                                                                                                                 |

The complete [academic calendar](#) is available online

