



DEPARTMENT OF MANAGEMENT AND MARKETING

***MGMT 4331-900 INTERNATIONAL BUSINESS (Hybrid)
Spring 2025***

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

Office number: Business Library Hall (BLH) 341-E

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Office hours: Tu 2-5:30 pm (in person); Th 9:30 am-noon (via Zoom) by appointment. [Let me know when you would like to meet 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: Classroom Hall 303 & Tue 5:30-6:45 pm.

“There is nothing more important than our good health – that’s our principal capital asset.” A. Specter
“The nature of the global business environment guarantees that no matter how hard we work to create a stable and healthy organization, our organization will continue to experience dramatic changes far beyond our control.” M. J. Wheatley

Required textbooks & online simulation: [Make sure to purchase the correct edition of textbook.]

- Hill, C. 2024. *International Business*, 13th edition, McGraw-Hill. (You can purchase either a hardcopy or an e-book). Any issues/questions should be directed to McGraw-Hill Connect Customer Service (800-331-5094 , 800-338-3987 or [Student Support | McGraw Hill \(mheducation.com\)](#) .)
- A **reference book of your choice** (to be approved by the instructor) for the team project.
- **GlobeSmart** Simulation by Aperian Inc.: Your online registration for *GlobeSmart Profile & GlobeSmart Guides* is required (Go to: [Academic Licensing – Aperian Help Center](#)). Any technical issues/questions during the registration process should be directed to Aperian Customer Service at contactus@aperian.com . (The current rate for students is 45\$.)

Our “ultimate” goal in this class is:





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"KEYS" TO SUCCESS IN MGMT 4331

1. This class will require your full attendance and if you think that this may be an issue for you, taking an online course instead may be your best "bet." Before coming to our first class, make sure to critically read and fully understand your syllabus.
2. Purchase the correct version of your McGrawHill textbook as well as register for your online GlobeSmart simulation in the first week of this semester. Make sure to get the instructor's approval for your choice of three reference books by its stated deadline on pp. 12-13.
3. Create your personal calendar (e.g., via saving them in your cell phone) listing all your assignments along with their due dates based on the "tentative" course schedule on pp. 12-13.
4. Complete all your assignments in a timely manner, and do not procrastinate. This is one of the best ways to show the instructor how hardworking you are.
5. The instructor does not accept late assignments. If you think you may need some extra time to complete an assignment, make sure to communicate your request/issue with the instructor prior to the deadline (certainly, not after).
6. For your group project, the instructor expects all team members to become good "corporate citizens." Thus, make sure to treat (and communicate with) your teammates accordingly.
7. Team leaders are required to notify the instructor about any "uncooperative" students immediately. (If a team leader does not do a good job, any of his/her team members should inform me about that as well.) If you choose to wait until the "last minute" prior to your due dates, the instructor may not be able to assist.
8. If you need any clarifications on anything related to this course, you can always contact your instructor. (Only email me by using your "jaguar.tamusa.edu" account, not via Blackboard.)
9. If you have a "special" situation that needs to be communicated with the instructor, make sure to schedule an in-person meeting with him during his office hours to discuss it in detail.
10. During our class time, we will be doing some in-class activities that may require you to use your electronic device to get connected to the internet. Thus, make sure to have an electronic device (e.g., laptop, tablet, cell phone) with you.
11. The instructor values professionalism, which is also considered "vital" important in the corporate world. Thus, make sure to always use a professional tone during all your communications with him and all your classmates.
12. Whatever your situation may be, make sure to always tell your instructor the truth by avoiding any sorts of false statements so that he will help you as best as he can.
13. Make sure that your job schedule, family trips, travels, etc. do not conflict with your deadlines.
14. Keep in mind that both class attendance and contribution are very important to your success.
15. Remember that the instructor makes all his decisions about your requests based on this very principle of "FAIRNESS TO ALL STUDENTS BY PROTECTING INTEGRITY IN THE CLASSROOM!"



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Course “catalog” description:

“This course provides an overview of the environment, concepts, and basic differences involved in international business. By taking this course, students will become aware of the “macro” necessities and facts for doing business across national borders, which include the assessment of nations as cultural/political/economic/legal systems, pros and cons of globalization, characteristics of multinational corporations, foreign direct investment, international trade theory, foreign exchange markets, foreign entry modes, trade agreements, comparison of nations based on their associated risk tiers, etc. Upon completion, students should be able to describe the foundations of international business.”



Main topics in this class include the following:

- Both advantages and challenges of globalization,
- Impacts of national differences in political, economic, and legal systems on the success of the firm’s international business (IB) operations,
- Impacts of national differences in culture on the success of the firm’s IB operations,
- Ethical issues to be critically considered while executing business operations overseas,
- Concepts listed under international trade theory including their importance in the field of IB,
- Distinct theories of foreign direct investment (FDI) including their effects on the IB practices,
- Different ways of foreign entry (a.k.a. foreign entry modes) including their characteristics,
- Different levels of economic integration around the globe.

Overall, this course will provide you with a great learning opportunity of critically analyzing today’s global world by using an international “lens” as well as developing effective and efficient solutions to multinational corporations’ (MNCs) problems. As future global leaders, you will find all these topics listed above fascinating, which are going to help improve your IB perspective. 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. I take my responsibility very seriously to assist my students in learning. Now, I hold the assumption that *you're taking this course to learn and are fully motivated to develop yourself both personally and professionally*. In other words, I would like you to consider this course your "biggest and perhaps the latest" opportunity to improve yourself prior to joining the workforce in the global world. My job will be to assist you in your learning efforts as best as possible and your job will be to put all your effort as strong as possible. Having a positive mindset with the idea that ***"I am ready and excited for learning new concepts in this class and do know that all this new information will help me improve myself in the field of international business"*** is going to be the very first step for your success in this class. Studying your syllabus from the very first day and communicating with me timely throughout the semester are two other critical "pre-conditions" of your success. Please also keep in mind that **FAIRNESS and INTEGRITY** are the two main principles that I follow in all my classes. During this one-semester-long academic "journey", **I am always willing to help** based on these two very principles.

Course objectives:

1. Developing an IB orientation to *effectively analyze* broad and challenging organization-wide problems in today's global world,
2. Developing managerial and organizational skills to *efficiently solve actual problems* that international companies are experiencing during their business operations overseas,
3. Developing a clear understanding of how your position, as a *prospective global executive*, relates to the overall performance of your organization by integrating business skills and knowledge that you have already developed or obtained,
4. Making you a *knowledgeable and confident "about-to-graduate" student* who will represent TAMUSA as best as possible in his/her future endeavors.

Student learning outcomes:

1. Listing both advantages and challenges of globalization,
2. Explaining the impacts of national characteristics on the IB operations,
3. Defining culture along with its "vital" importance on the success of IB practices,
4. Assessing the ethical practices of MNCs,
5. Explaining the international trade theory,
6. Defining FDI and explaining its importance,
7. Understanding different modes of foreign entry as well as their unique characteristics,
8. Distinguishing among different levels of economic integration across the globe.



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Course requirements:

- *Syllabus acknowledgment quiz [S.A.Q.] (2 bonus points toward your mid-term exam):* This quiz includes 20 true-false questions based on the information provided in this syllabus. (Keep in mind that this bonus opportunity is worth 10% of your midterm grade.)
- *One midterm exam and one final exam (20+25 points):* Both exams are non-cumulative (unless stated otherwise by the instructor) and will include true-false as well as multiple-choice questions. They will be taken in the classroom under the proctorship of the instructor. All questions are based on PowerPoint slides, required textbook, handouts, and any additional information provided by the instructor. **(NOTE: I recommend you have made your chapter summaries on a weekly basis so that before taking your exams, you will have all your “good quality” study notes ready to go.)**
- *Homework assignments (10 points):* You will complete multiple homework assignments during the semester, which can be either individual or group based. If an assignment is group based, make sure to only include names of these students who have contributed to the completion of this assignment.
- *Eight GlobeSmart quizzes (8x2.5 points):* You will choose eight countries of your choice excluding your home country, study the material provided in the simulation, and then take their quizzes. (Your selections are due by its deadline stated on p.12.) The passing grade only applies if you do not make more than one mistake; otherwise, your grade will be zero. You can take those quizzes as many times as you want. Your results of the first and last four quizzes are to be submitted as stapled hard copies by their deadlines (**see pp. 12-13**).
- *One individual “W.I.N.” (What is In the News) paper and presentation (5+5 points):* The details on the format of your paper and presentation evaluation rubric can be found at the end of this syllabus. You may only **use two online articles published between 2024 and 2025**. (Not doing so will result in a 20% deduction of your paper & presentation grades.) You may use ONLY ONE small index card (no bigger than 8x10) during your **2.5-minute-long presentation**; however, you can only use that card **as a guide**, which means that you should not read it thoroughly. (Basically, I am NOT interested in observing how well you read; instead, I am ONLY interested in listening to how well you present.) Guidelines for your presentation are listed below:



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- In your first minute, you will introduce your first concept to us by telling its textbook definition and why it is important in the field of IB by providing two/three reasons followed by its applicability based on your first article,
- In your second minute, you will introduce your second concept to us by telling its textbook definition and why it is important in the field of IB by providing two/three reasons followed by its applicability based on your second article,
- In your last 30 seconds, you will conclude by providing us with your overall understanding of the importance of both concepts.
- These presentations will start **with Chapter 2**. I will post the schedule for these presentations on Blackboard. (IMPORTANT NOTE: If you are *absent or late or not prepared* for the day you've been assigned to present, you will earn a zero grade for both your presentation and paper.)
- If you choose to **get help from the Writing Center** for both aspects of this assignment, you will be awarded **2.5 bonus points** (1.5 pts. for the paper and 1 pt. for the presentation) **toward your final exam**, which is worth 10% of your exam grade. To be eligible for this very opportunity, you will need to do the following:
 - Make two separate appointments (for the paper & presentation) there,
 - Take your syllabus with you to your appointments so that the tutor is aware of your instructor's expectations and grading criteria for both assignments,
 - Ask the tutor to email your instructor by stating which assignment(s) both of you have worked on including the details of work completed,
 - Make sure to revise your assignment(s) accordingly.
- **Team Book Analysis [T.B.A.] project (proposal, final report, and presentation) (5+5+5 points):** Groups will be formed by the instructor. Each team will choose a(n) (e)book related to the topics that we cover in the class. Then, you will get the instructor's approval by the due date (see **pp. 12-13**). For that, you will meet the instructor during his office hours and bring three (e)books of your choice so that he can approve of the most "appropriate" one for your team. (Failing to get his approval by your deadline will result in a 1-pt. reduction in your overall project grade.)
 - Your book's length should be between 100 and 120 pages. You will write a *ten-page long, 1-in. all margins, 1.5-spacing* executive report (and proposal) by answering the following questions: What did you learn from this book and which lessons did you take as a prospective global manager? Make four/five points and explain in detail. (Here, I am not looking for a "simple summary" of book chapters; instead, you need to tell me your understanding/interpretation of what you have read including its importance, applicability, etc.



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- Your proposal is considered the “full draft” of your executive report. After receiving my feedback on your proposal, you will continue to work on making all necessary revisions prior to submitting your executive report. Here is how your report should be organized:
 - Your 1st page will include team members’ full names (by identifying the team leader), your “distinct” team name and “original” team logo, our course name and number, and your submission date.
 - Your 2nd page will include the table of contents (with page numbers) as well as the citation of the reference book in the APA format.
 - Make sure that your section titles are not the same as the book’s chapter titles. In other words, you will come up with your titles.
 - Make sure to state both the total number of pages and names of book chapters you’ve read as a whole team.
 - Your pages between 3rd and 9th will include your write-up to answer my questions above along with a half-page-long introduction (in the beginning of p. 3) and a one-page-long conclusion (on p. 9) sections.
 - Your last (10th) page will include a conceptual diagram (made up of boxes and arrows) summarizing your findings.
 - You need to use all full sentences (no bullet points) in paragraphs.
 - You may not use any direct quotations.

- Not delivering and/or completing the work timely and/or in the expected quality may result in **being immediately removed from the team**, which means earning a 0 grade out of 15. If this situation occurs, you will need to notify your instructor immediately so that he can get involved. Unfortunately, if you wait until “the last minute” to notify your instructor (e.g., complaining about other teammates either in the last week of the semester or even after the presentations are made), he may not be able to help. (If necessary, the instructor reserves the right to re-form teams.)

- Each team will pick a team leader who can keep everybody “on the same page” throughout the completion of this project. This team leader will check everyone’s progress based on the teamwork protocol on a weekly basis. If any team members do not follow this protocol, the team leader will inform the instructor immediately. If there is more than one volunteer to serve as the team leader, please let the instructor know so that we will draw to determine the “lucky” student during my office hours. Since all of this is considered some “extra” work, **the team leader will be awarded with 20% of his/her group’s**



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average project grade as a bonus point at the end of the semester **only if the overall average of team grades is at least at the 80% level**, which refers to 12.0 and above. This basically means that the better your team does, the more bonus points you earn as the leader!

- Regarding the presentation, PowerPoint slides (12-15) will be used. Your presentation may take 9-10 minutes (see the rubric in the appendix). You may NOT use any notes during your presentation. **Business casual/professional attire is required (NO jeans, shorts, polos, t-shirts, sandals, sports shoes, etc.)**. Your presentation slides are to be submitted as a single-sided and two-slides-on-one-page hardcopy on the day of your presentation. Failing to submit your slides in this specified format will result in a 1-pt. reduction in your overall project grade. All team members should be in attendance for this presentation. If you are either absent, late, or unprepared on your presentation date, you will earn a 0 grade out of 15 for your team project grade.
- *Peer evaluations & teamwork pledges/protocols*: Peer evaluations will be incorporated with your group project score. For instance, if your team gets a total of 14 points from the group project and you get 7 out of 10 from your peer evaluations, your overall project grade will be “14 x 0.7=9.8. (The instructor will only take your evaluation into full consideration if all team members submit their evaluations for this “unsuccessful” team member.) You are only required to submit this form as a hardcopy only if you assign any team member with a grade equal and lower than 8. Besides, the teamwork pledge and protocol are also due as hardcopies (see **pp. 12-13**). Failing to submit and/or sign this pledge/protocol will result in another 1-pt. reduction in your overall project grade.

Grading policy: Class grades will be decided based on the following: (Midterm letter grades will be decided solely based on your midterm exam grade.)

- Mid-term and final exams: **20+25**
- Eight GlobeSmart quizzes: **8x2.5**
- Homework assignments: **10**
- W.I.N. paper & presentation: **5+5**
- T.B.A. (proposal & final report & presentation): **5+5+5**

A = 90–100 (a.k.a. “You rock” grade),
B= 80–89 (a.k.a. “Doing good” grade),
C= 70–79 (a.k.a. “Doing so-so” grade),
D = 60–69 (a.k.a. “Barely passing” grade),
F= 59 and below (a.k.a. “Danger zone” grade).



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None of your grades in this course will be rounded. Basically, you will see all your grades in decimals throughout the semester on the Blackboard and no rounding will occur. At the end of the semester, however, if your two-digit non-decimal final grade ends with number 9, you will be receiving a higher letter grade. For instance, if your final course grade is something between 79.0 and 79.9, you will receive a B grade instead of a C, which is a “practice” that I like to follow to further support my students’ GPA.

Furthermore, the instructor may use his “discretionary” bonus points for those students who have excelled in their class contribution along with exemplary professionalism. For instance, if your final course grade is 86.5 and you have possessed/shown both qualities throughout the semester, the instructor may assign you with an A letter grade instead of a B, which is another “distinct” practice that I like to follow.

OTHER IMPORTANT POLICIES:

Continuous and logical class contribution: Everybody is expected to speak in this class. The instructor will ask you questions by calling your name. Your responses are expected to be both logical and comprehensive. Although there is no “direct” numerical evaluation of your class contribution, it will make you eligible for receiving my “very strong” letter of recommendation for your graduate school/ full-time employment applications. (See the participation evaluation rubric on **p. 19**). If a student has lacked professionalism (e.g., constantly using his/her cell phone during class time, coming to class late, leaving the class early, not paying attention to the lecture, etc.), he/she will not be eligible for asking for my reference letters. (If you are interested in **hearing my feedback on your class contribution**, you can meet me during my office hours right after your midterm exam.)

Class attendance: Attendance is required. I will take attendance at random times. Having **three absences or more will result in being dropped from the course** immediately, which means that you can have up to two absences without having any effect on your final grade. If you are going to miss the class and there is an assignment due that day, you will need to email it to me as a Word/Pdf document by the due date and time. For those days when you are absent, it is completely your responsibility to talk to your classmates, ask for their class notes, cover all that information on your own, and ask me your questions during my office hours.

Professionalism: I expect you to act professionally. This primarily includes avoiding any disruptive behaviors and conversations (e.g., chitchatting and giggling) with classmates except at designated times, paying full attention to the lecture, coming to and leaving the class on time, actively attending in-class exercises, avoiding constant usage of cell phones, and using a professional tone with classmates and the instructor. If any of these issues occur, you will be considered unprofessional, which directly disqualifies you from asking for my letter of recommendation in the future. [NOTE: Remember that **“disruptive behavior” negatively affects three parties in this class: yourself, your classmates, and the instructor.** Thus, for the overall success of this classroom, it is very important to “stay focused.”]



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Assignment submission policy: All the assignments need to be submitted by the due date and time. Late work will not be accepted and will receive a zero grade. On the other side, for instance, due to your “special” situation, if you have not been able to submit your assignment timely and are still interested in completing it, the instructor will assess your situation upon your request and may offer you a **“one-time” exception** to do so with a 20% of deduction of your grade.

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, grammar errors, typos, and unorganized sentence structures are not acceptable. In addition, you are required to use “proper” English. For instance, ***instead of using “things” and “like”, you should use “factors” and “such as.”*** Using this sort of informal language in your assignments will result in some deduction in your grade.

Make-up exam policy: There will be no make-up exams unless there is an emergency health situation documented by a doctor’s official letter, *or* the death of an immediate family (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. Please make sure to remember that it is your responsibility to arrange a time for the make-up exam and to ensure that an agreed upon time and date falls within the week of the original exam date.

Blackboard policy: Blackboard is an online educational tool that we will frequently use during the semester to communicate. I will post the course PowerPoint slides and any other supportive course materials as well as announcements or changes to the syllabus that may come up during the semester. It is your responsibility to check it regularly to be informed of any changes or additional materials. You are also required to ***check your emails at least once a day***. All your emailing communications with me should be via your *“@jaguar.tamusa.edu”* account. Otherwise, you won’t receive any response.

Electronic devices policy: You may use your notebooks, laptops, tablets, etc. for taking notes purposes only. Any other usage (e.g., browsing the internet, doing other work, online shopping, social media, watching videos/live news/sports games, etc.) of these electronic devices is strictly prohibited. You may NOT use your cell/smart phones constantly except those times when allowed by the instructor and in case of emergencies. (If there are any emergencies that require you to check your phone constantly, you are required to inform the instructor at the beginning of the class.) If you carry any of these electronic devices, all of them must be completely muted for the duration of the class. Using any of these devices except their allowed course-related purpose will be considered “disruptive” behavior. Continuation of these issues may result in being removed from 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 individual assignments in



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this class. In particular, if I suspect that you have been assisted by another student to complete your work (individual assignments and/or exams) required for this course or you have aided another student to complete his/her work (individual assignments and/or exams) 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 Dean as well as the Office of Student Rights and Responsibilities* right away. In addition, you are required to go to <https://catalog.tamusa.edu/undergraduate/academic-policies-procedures/dishonesty/> and read it very carefully. And finally, ***you are not allowed to use/cite any papers provided by “essay writing/selling” and/or “presentation providing” companies in any of your assignments*** (e.g., www.ukessays.com, www.slideshare.net, www.essay48.com, www.essaypro.com, etc.). Using these sorts of “references” will make your work invalid, which means earning a zero grade!

AI policy: *Broader 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. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). 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 feel that I have made a mistake in grading any of your exams/ assignments, please do the following before talking to me: Carefully review your assignment or examination 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.

Other general university policies: They can be seen on pp. 14-18.

If you have any 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.

Those students who have successfully (and timely) completed all eight GlobeSmart quizzes will be recognized via *Certificate of Achievement* at the end of this semester.

A VERY IMPORTANT REMINDER: Since this class only meets once in person per week, I urge you to effectively utilize the second half of your “3-credit-hours” in this course via doing your homework, reading your textbook, reviewing and summarizing your course material, etc. Not doing so might result in a failure of your exams. Furthermore, I strongly encourage you to put additional two hours of studying (at least) per week for this course.



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MGMT 4331 TENTATIVE Course Schedule (*)

DATES	CHAPTER	TOPIC	ASSIGNMENTS DUE
Jan 28	Welcome to MGMT 4331!	Introduction to syllabus and administrative matters Introduction to GlobeSmart	Read your syllabus GlobeSmart registrations due
Feb 4	Chapter 1	Globalization Group introductions & team leader selections	Create your "own calendar" in class Syllabus acknowledgment quiz due (bring your scantron) GlobeSmart country selections due via email Teamwork pledges due
Feb 11	Chapter 2	National differences in political, economic, and legal systems	W.I.N. papers and presentations for C-2 due (**) Reference book choices due via an in-person meeting before the class
Feb 18	Chapter 3	National differences in economic development	W.I.N. papers and presentations for C-3 due Teamwork protocols due
Feb 25	Chapter 4	Differences in culture	W.I.N. papers and presentations for C-4 due
Mar 7	Exam	Midterm exam	EXAM (bring your scantron)
Mar 17	Cross-cultural experience	How to do business overseas? An example from Turkiye	First four GlobeSmart quiz results due
Mar 25	Chapter 5	Ethics, corporate social responsibility, and sustainability	W.I.N. papers and presentations for C-5 due
Apr 8	Chapter 6	International trade theory	W.I.N. papers and presentations for C-6 due T.B.A. proposals due
Apr 15	Chapter 8	Foreign direct investment	W.I.N. papers and presentations for C-8 due T.B.A. proposal feedback in-person meetings with the instructor before the class

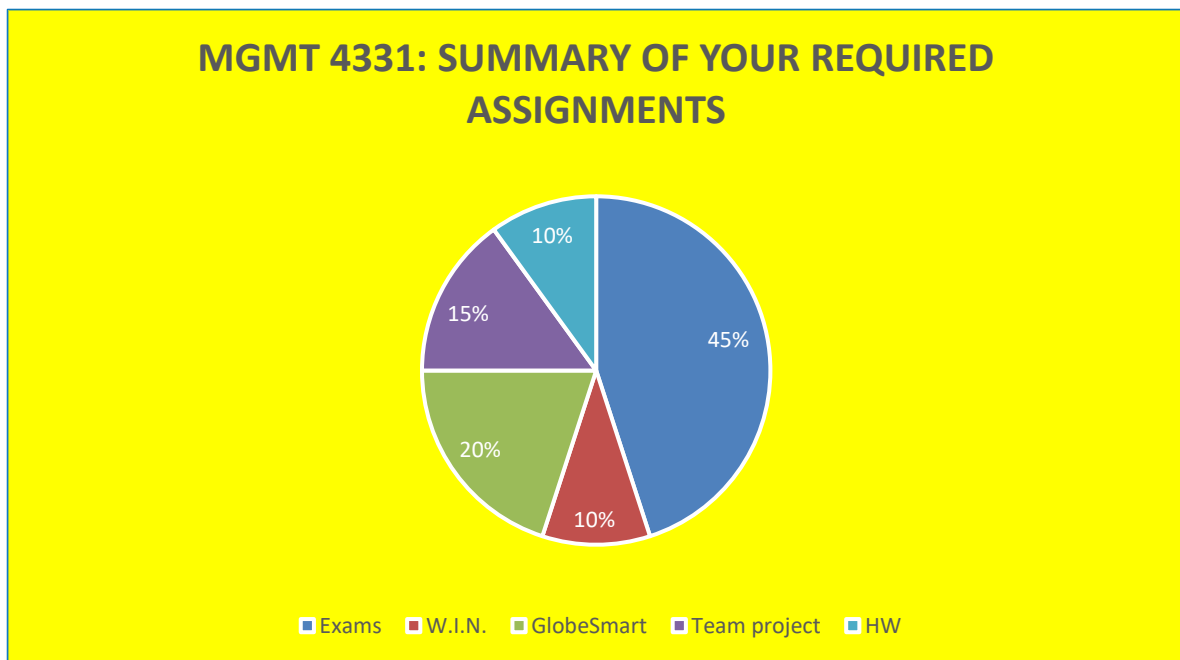


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Apr 22	Chapter 9	Regional economic integration	W.I.N. papers and presentations for C-9 due Last four GlobeSmart quiz results due
Apr 28	T.B.A.	T.B.A. presentations	T.B.A. executive reports and presentations due (along with your graded proposals)
May 13 (TUE) @ 4 pm	Exam	Final exam	EXAM (bring your scantron)

(*) 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 MGMT 4331 students.

(**) Each student will only write and present one W.I.N. paper during the semester based on his/her assigned chapter.



Librarian to contact: You should feel free to contact the business librarian Ms. Rachel Pecotte (rachel.pecotte@tamusa.edu) if you need any assistance in finding course-related resources and/or materials to complete your assignments successfully.



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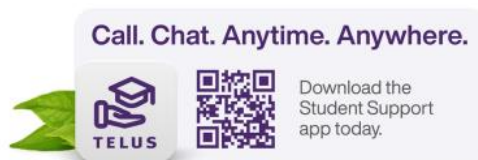
IMPORTANT UNIVERSITY POLICIES AND RESOURCES

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 <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: 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, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

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, call 210-784-1331 or visit Madla 120. 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. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. 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/> .



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More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>. 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 the first week of class. Any student receiving federal financial aid who does not attend 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.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. 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. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

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 referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

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 or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity 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



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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 within our state, nation, and world. All decisions and actions involving students and employees should 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, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

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- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, 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 misconduct, the faculty member must share that information with the university's Title IX Coordinator (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



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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 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; 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.

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, sexual orientation, gender identity, gender expression, 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.



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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, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

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 (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>.



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APPENDIX

---Class Participation Evaluation Rubric (*) ---

<i>Evaluation</i>	<i>Explanation</i>
<p>Exemplary</p> <p>★ ★ ★</p>	<p>The student proactively and regularly contributes to class discussion & initiates discussion on issues related to class topics. He/she informs the class about the “most recent” corporate news related to the subject being covered in class.</p> <p>Comments are always insightful & constructive; he/she uses appropriate terminology. Comments are well-balanced between general impressions and thoughtful criticisms.</p>
<p>Proficient</p> <p>★ ★</p>	<p>The student proactively contributes to class discussion & responds to direct questions.</p> <p>Comments are mostly insightful & constructive; he/she mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.</p>
<p>Developing</p> <p>★</p>	<p>The student makes few contributions to class discussion & seldom volunteers but still responds to direct questions.</p> <p>Comments are sometimes constructive, with occasional signs of insight. He/she sometimes uses appropriate terminology; comments are not always relevant to the discussion.</p>
<p>Unacceptable</p> <p>NO ★</p>	<p>The student rarely or never contributes to class discussion & fails to respond to direct questions.</p> <p>Comments are uninformative, lacking in appropriate terminology; comments are not relevant to the discussion.</p>
<p>As stated before:</p> <p>If a student’s <i>class contribution</i> has been evaluated as <u>exemplary</u> along with the same level of <i>professionalism</i> and he/she needs some extra points to receive a higher letter final course grade, the instructor may choose to do so. This practice is solely at the instructor’s discretion.</p> <p>Definition of professionalism: It “involves consistently achieving high standards, both in the work you do and the way you behave.” (https://www.mindtools.com/av44li2/professionalism)</p>	

(*) Source-1: <https://www.cmu.edu/teaching/assessment/examples/cfa/tools/participationrubric-cfa.pdf>

(*) Source-2: https://bestpracticeslegaled.files.wordpress.com/2011/05/class_discussion_rubric.pdf



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PEER EVALUATION FORM (MGMT 4331)

Team name: _____

Group Project Grade Awarded

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

Student's Name

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****

<i>Questions</i>	<i>Max. Scores</i>
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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TEAMWORK PLEDGE

- I promise to listen and make eye contact while my teammates are sharing ideas.
- I believe that our team’s best opportunity for success in MGMT 4331 is practicing good teamwork skills by always remembering that good teamwork incorporates all TAMUSA values.
- I commit to always using gracious professionalism and helping my team come up with a definition of its meaning for our team.
- I promise to share my knowledge and skills with my teammates.
- I will take my team role very seriously and will make a list of the duties I am going to have to complete in that role. I promise to do my homework within the deadlines because I know my team is counting on my research and my ideas.
- I promise to attend all scheduled meetings because I realize my presence is critical to my team’s success. If I am unable to attend a meeting, I will notify my teammates in advance and still send my work to them via email prior to the scheduled meeting.
- I promise to use at least two encouraging phrases at every meeting. Some encouraging phrases may include the following:
 - ✓ I like that idea!
 - ✓ You did a great job on this research!
 - ✓ Your idea gave me an idea for doing this in a better way!
- I realize that learning to work effectively within a group will help prepare me for success in my life.
- I promise to watch at least two educational YouTube videos on “good/ bad presentation” with my teammates.
- I promise to read (and review) final versions of both the proposal and executive report (as well as the presentation slides) and provide my teammates with my feedback so that any typos/ errors can be fixed timely.
- I have reviewed this pledge very carefully and promise to commit to this **Teamwork Pledge** throughout the semester in MGMT 4331. **I am aware that my non-commitment to this pledge may result in being removed from my team immediately and receiving a zero as my group project grade.**

Team member name	Team member signature	Date
(Team leader)		

DUE: This is required and to be submitted one form per team by its due date (see p. 12).

(* Source: <http://theinventioneers.blogspot.com> (This pledge has been revised before being used as a supportive tool in this syllabus for educational purposes.



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TEAMWORK PROTOCOL

NOTE: This teamwork protocol, which is due a week after your book selections, is to be created via the contributions of all members. The instructor expects all the weeks until your T.B.A. presentations listed in this protocol. (If needed, feel free to add more rows.) Team leaders are responsible for checking what has been accomplished on a weekly basis, entering this info under the “outcome” column, and notifying the instructor about any issues that may be affecting their teams’ progress.

WEEK	WHAT TO ACCOMPLISH	BY WHOM	DUE WHEN	OUTCOME



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T.B.A. PROJECT

GROUP PRESENTATION: Your presentation should highlight the most important/interesting findings in your final report. Make sure to include your conceptual diagram (not as a “copy-paste” from your final report) at the end of your presentation.

(For business attire, see <https://www.sph.emory.edu/careers/documents/ProfessionalDressforSuccess.pdf> .)

--- Group Project Presentation Evaluation Rubric ---

PRACTICE, PRACTICE, & PRACTICE!!

Questions	Max. scores
Clarity and comprehensiveness of the presentation (e.g., introduction, clear flow of information, equal time distribution, conclusion)	1.5
Format of the presentation (e.g., “liveliness”, creativity, consistency, no full sentences, no typos, number of slides, no “copy-paste” conceptual diagram/tables)	1.5
Enthusiasm of the presenter showing his/her proudness of the work completed and wearing business casual/professional attire	0.5
Eye contact with the audience and using body language appropriately	0.5
Fluency of the presenter’s speech (e.g., not reading it from slides or anywhere else, not making frequent pauses)	0.5
Timing (9-10 mins: +/- 30 secs OK)	0.5
TOTAL POINTS (NOTE: Reading any notes thoroughly will result in an additional 1-pt. deduction. Also, making a short/long presentation, which refers to either less than 8 minutes OR more than 11 minutes, will result in an additional 1-pt. deduction.)	5



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--- W.I.N. Paper Format ---

- **“What is In the News” W.I.N. analysis:** This is a 5-page-long, double-spaced, 1-in. all margins paper based on two online newspaper/magazine articles published between 2024 & 2025 related to the field of international business (IB).
- In this paper, you may NOT use any direct quotations except the concept definitions from your textbook. Make sure to use in-text citations for all references.
- Here are your guidelines for this paper:
 - In your **first page**, you will provide me with the textbook definition of your first concept as a direct quotation followed by the page number and then explain why it is important in the field of IB by providing two/three reasons (use at least three references),
 - In your **second page**, you will provide me with a summary and an analysis of the first article based on your first concept,
 - In your **third and fourth pages**, you will repeat my above instructions for your second concept and article.
 - In your **5th (last) page**, you will provide me with at least 6 references as weblinks along with “screenshots” of both articles’ publication years and titles.

--- W.I.N. Presentation Evaluation Rubric ---

PRACTICE, PRACTICE, & PRACTICE!!

Questions	Max. scores
Clarity and comprehensiveness of the presentation via following the criteria explained on pp. 5&6	2.5
Showing enthusiasm and proudness for the work you’ve completed	0.5
Using body language appropriately & Eye contact with the audience	0.5
Using a small index card as a reminder only (NO notes also OK)	0.5
Timing of the speech (2.5 mins: +/- 15 secs OK)	0.5
Fluency of the speech (e.g., not reading it from anywhere thoroughly, not making frequent pauses)	0.5
TOTAL POINTS (NOTE: Reading any notes thoroughly will result in an additional 1-pt. deduction. Also, making a short/long presentation, which refers to either less than 2 minutes OR more than 3 minutes, will result in an additional 1-pt. deduction.)	5