



## DEPARTMENT OF MANAGEMENT AND MARKETING

### ***MGMT 4331-900 INTERNATIONAL BUSINESS (*Hybrid*)*** ***Spring 2026***

**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

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

**Office hours:** Tue: 10-11 am, 1-2 pm; Wed: noon-3 pm. [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:** BLH 362 & Tue: 2-3:15 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:

- Hill, C. 2024. ***Global Business Today***, 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 \(mheducation.com\)](#) ).
- ***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](mailto:contactus@aperian.com) .
- ***A reference book of your choice*** (for the team project) to be approved by the instructor.

Our “ultimate” goal in this class is:



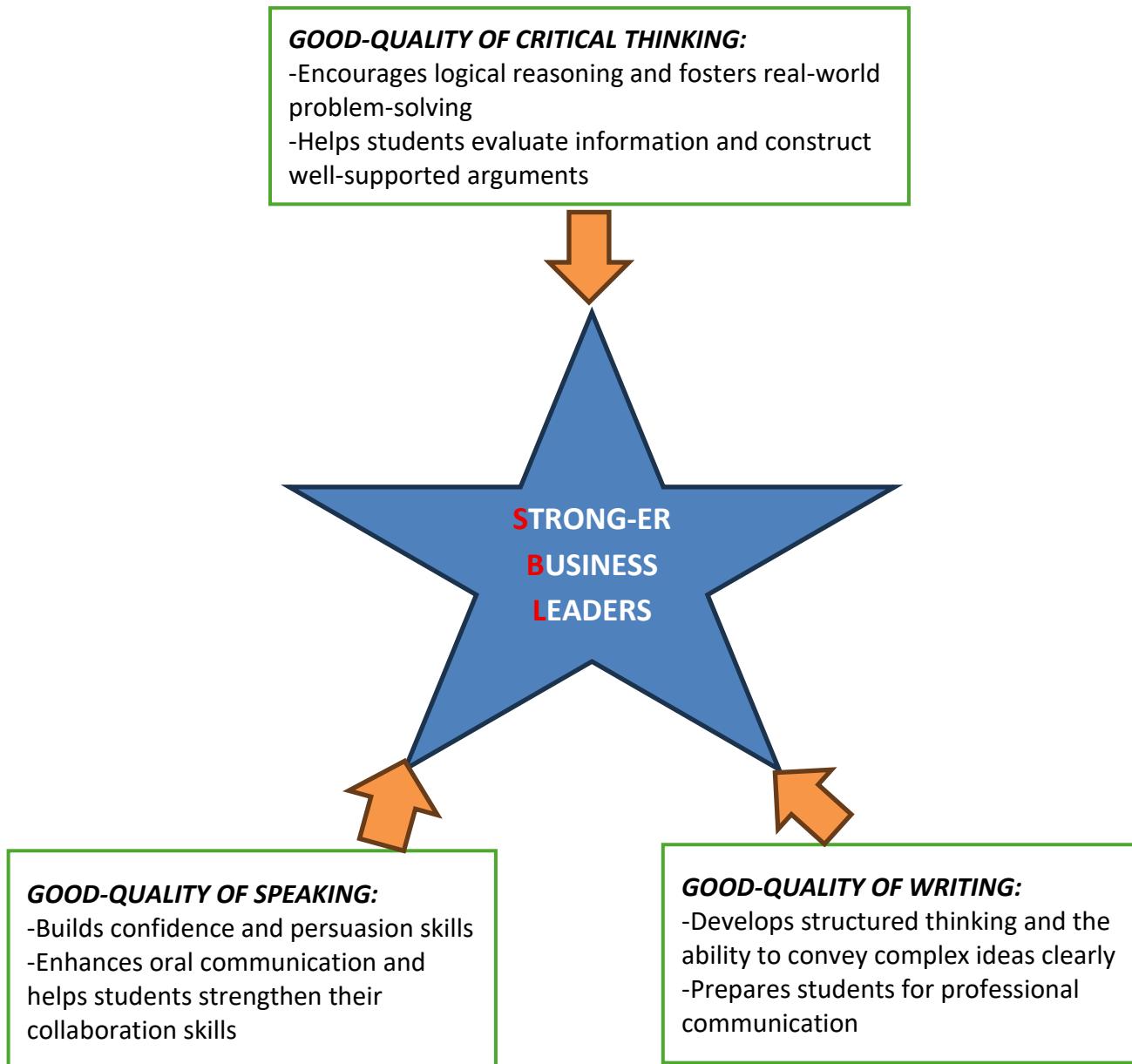


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HERE IS OUR “ULTIMATE” GOAL IN THIS CLASS: IMPROVING YOUR WRITING, SPEAKING, AND CRITICAL THINKING SKILLS AS PROSPECTIVE BUSINESS LEADERS WHO CAN SUCCEED IN THE FIELD OF INTERNATIONAL BUSINESS

[Source: The conceptual diagram below was created by Dr. Ozbek via partnering with ChatGPT.]

### ---THE S.B.L. (STRONG-ER BUSINESS LEADERS) FRAMEWORK---





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### **“CRITICAL” POINTS FOR SUCCESS IN MGMT 4331 (HYBRID)**

- 1. 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.**
- 2. Believe in yourself! Make sure to have a positive attitude from day one in class.**
- 3. Avoid missing classes! If you think that in-person attendance is going to be an issue for you, it may be a good idea to reconsider taking this course online.**
- 4. Re-read your syllabus prior to each assignment. If you have any questions, you can email your instructor immediately!**
- 5. Purchase the CONNECT (full version) of your McGrawHill textbook as well as your online Value Champion simulation from day one of this semester. (See p.1 for the details.)**
- 6. Based on the “tentative” course schedule provided, enter all the due dates in your personal calendar.**
- 7. Complete all your assignments in a timely manner, and do not procrastinate. This is one of the best ways to show the instructor how much you care about this class.**
- 8. The instructor does not accept late assignments; however, if you think you may need some extra time to complete an assignment, you will need to communicate your request/issue with the instructor prior to its deadline, certainly not on the same day.**
- 9. For all your assignments (in particular, the individual and presentation-based ones), make sure to get assistance from the Writing Center. Keep in mind that for many assignments, you have only “one shot” to prove to your instructor how dedicated and hard-working you are!**
- 10. Only email the instructor from your “jaguar.tamusa.edu” email account. I do not monitor messages sent via Blackboard; thus, do not message me there!**
- 11. If you have any “special” situation that the instructor needs to be informed, you should schedule an in-person meeting with him during his office hours to discuss it in detail.**
- 12. The instructor values professionalism significantly. Thus, make sure to always use a professional tone during all your communications with him and all your classmates.**
- 13. Remember that the instructor always makes all his decisions based on this principle of “**FAIRNESS TO ALL STUDENTS BY PROTECTING INTEGRITY IN THE CLASSROOM.**”**
- 14. Regarding post-class communication, the instructor writes “very strong” letters of recommendation to those students who have shown exemplary performance in three areas, which are high grades in all assignments, participation, and professionalism. This simply means that earning an “A” grade only will NOT make you eligible for requesting my letter.**
- 15. Keep in mind that if you work hard in this class, you will be strong(er) in writing, speaking, and critical thinking by the end of the semester... So, **LET'S GO!!****



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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,
- Distinct theories of foreign direct investment (FDI),
- Different ways of foreign entry (foreign entry modes) including their characteristics,
- Different levels of economic integration around the world,
- Culture-specific business practices across the globe via simulating real-world business scenarios in the GlobeSmart simulation.

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 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 and FDI as well as their importance,
6. Understanding different modes of foreign entry as well as their unique characteristics,
7. Distinguishing among different levels of economic integration across the world,
8. Enhancing cross-cultural awareness and learning culture-specific business practices.



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### Course requirements:

- *Mid-term and final exams (20+20 points)*: Both exams are non-cumulative (unless stated otherwise by the instructor) and may include true-false and multiple-choice questions. They are to be taken in person. All questions are based on PowerPoint slides, required textbook, handouts, and any additional information provided by the instructor. (**NOTE:** I **strongly recommend you make your chapter summaries weekly so that before taking your exams, you will have all your good-quality study notes “ready to go.”**)
- *Smartbook quizzes (10x1.5 points)*: You will take a total of ten online quizzes based on all assigned textbook chapters. All these quizzes, which are due a day before the class by midnight, will assist you in having a general idea of each chapter prior to coming to the class. (For chapter 4, you will be taking two quizzes.)
- *“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 an online newspaper/business magazine article published in 2025-26**. (Using an “older” article will result in a 20% deduction of your paper grade.) You may use the note card provided by the instructor during your **2-minute-long presentation**; however, you can only use that card **as a guide**, which means that you should not read it thoroughly. Therefore, **on this index card, you may have up to 15 words to serve as your reminders**. (Your index card is to be returned to the instructor at the end of your presentation. Using more than 15 words on this index card and/or just not turning it in will result in a 20% deduction of your presentation grade.) These presentations will start **with Chapter 2**. I will post the schedule for these presentations on Blackboard. (**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.)
- *Eight GlobeSmart quizzes, report, and comparison chart (12+4+4 points)*: You will choose eight countries of your choice, study the material provided in the simulation, and then take their quizzes. **Passing grade will only apply if you do not make more than one mistake; otherwise, your grade will be zero.** (As an example, if a quiz has 12 questions, you will need to have at least 11 correct answers to receive credit.) You can take those quizzes as many times as you want. Your results of all eight quizzes are to be submitted as stapled double-sided hard copies by their deadline stated on pp.11-12. (**NOTE:** **In these hardcopy submissions, I should be able to see all questions, your answers, and scores along with country names; otherwise, you will not earn any credit.**) Regarding your report, its format can be found at the end of this syllabus. Regarding the



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comparison chart, first you will answer all those questions to create your own cultural profile and then add that of your home country. Thus, you will have two profiles in one chart. Then, you will simply copy and paste it on your page. Afterwards, you will identify one “expected” dimension and one “unexpected” cultural dimension based on this chart and explain the “how so” question in two short paragraphs (4-5 sentences for each).

- “I.B.E.” (*International Business is Exciting*) team project proposal, executive report, and presentation **(5+5+5 points)**: This is a group project based on reading a practitioner-oriented reference book in I.B. published in the previous ten years. Each team will **read at least 70 pages**. This is a **seven-page-long report** (1.5-spacing and 1-in. all margins).

Here are the questions you need to answer in your proposal and report:

- **Page 1:** This is a **cover page** including your team name & logo (if you do not have them yet, you will need to create professional ones), name of our class, title of your paper, names of all “contributing” team members, and submission date.
- **Page 2:** Create a **table of contents** including page numbers & (sub)sections. Cite **the book** in A.P.A. under your “reference.” Also, indicate the total number of pages you’ve read.
- **Pages 3-7:** Write a half-page-long introduction section. Then, based on your readings, come up with **4-5 key insights for executives** and explain how these insights can guide strategic directions of companies in today’s global business environment. Write a half-page-long conclusion section.
- In your writeup, you may **not use bullet points**, which means you need to use full sentences & paragraphs. You may **not use any pictures, “copy & paste” tables/graphs/statements (a.k.a. direct quotations)**, etc. either; however, you may create your tables/graphs if necessary.
- Your presentation (5-6 minutes) will be solely based on 8-10 PowerPoint slides. During your presentation, you may **not use any notes either**. The rubric for your presentation can be found at the end of this syllabus.
- **Your proposal should read as the first full version of your executive report.** After receiving my feedback on it, you will revise and resubmit it as your exec. report.
- While writing your paper, you can simply assume the following scenario: **You are a small consulting team and based on what you’ve read, you will be providing the top management team of a Fortune 500 company with your insights.**

- **Peer evaluations:** These scores will be directly incorporated with your I.B.E. assignment score. For instance, if your team gets a total of 14 points and you get 7 out of 10 from your peer evaluations, your group project grade will be “ $14 \times 0.7 = 9.8$ ”. You will submit this form **as hard copy only** if you assign any team member with **a grade equal and lower than 8**. Peer evaluations policy can be seen at the end of this syllabus.



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**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+20**
- Ten SmartBook quizzes: **10x1.5**
- W.I.N. paper and presentation: **5+5**
- GlobeSmart simulation quizzes (eight), report, and comparison chart: **12+4+4**
- I.B.E. team project proposal, exec. report, and 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).

*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 “usual practice” that I like to follow to further support my students’ GPAs.*

*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 87.5 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:

**Class attendance:** Attendance is required. I will take attendance at random times. **Having three absences or more will result in you 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.

**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. Besides, if a student has lacked professionalism (e.g., constantly



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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 to ask for my reference letters either. (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. This meeting will also be considered an important indication of your “true” interest in this class.)

**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.”]

**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 point deductions.

**Make-up exam policy:** There will be no make-up exams unless there is an emergency health situation **documented by a doctor’s official excuse**, or the death of an immediate family **documented by an official letter**, or a special situation accepted by the University such as a participation in an authorized University activity **documented by an official letter**, or a legal proceeding that requires your presence **documented by an official letter**. 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 & communication 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 from me.



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**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.) **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 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 may not use/cite any papers provided by “essay writing/selling” and/or “presentation providing” companies in any of your assignments** (e.g., [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.). **Using any of these “unreliable references” will result in a 50% deduction of your grade.**

**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 your intellectual contributions in it.** 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. (NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt> )

**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.**



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**Other general university policies and resources:** They can be seen on pp. 15-20.

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 completed all eight GlobeSmart quizzes and earned at least 90% of your overall simulation grade (18 out of 20) will be recognized via a signed *Certificate of Achievement*.

**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.

### 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 undergraduate students. I value **good corporate citizenship**, 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 his/her assigned tasks, this team should notify the instructor immediately. The situation will be reviewed, and if warranted, that uncooperative member will be **removed from the group and assigned a zero** for the project. This may also mean failing this course!

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



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### MGMT 4331 TENTATIVE Course Schedule (\*)

| DATES  | CHAPTER               | TOPIC  | ASSIGNMENTS DUE   |
|--------|-----------------------|--|---|
| Jan-20 | Welcome to MGMT 4331! | Introduction to syllabus and administrative matters            | <b>Read your syllabus before coming to class</b><br><b>Complete your simulation registration online</b>   |
| Jan-27 | Chapter 1             | Globalization  | Chapter-1 Smartbook quiz due midnight on Jan-26   |
| Feb-3  | Chapter 2             | National differences in political, economic, and legal systems | Chapter-2 Smartbook quiz due midnight on Feb-2<br>W.I.N. for C-2 papers & presentations due<br><b>Group introductions</b>   |
| Feb-10 | Chapter 3             | National differences in economic development                   | Chapter-3 Smartbook quiz due midnight on Feb-9<br>W.I.N. for C-3 papers & presentations due   |
| Feb-17 | Chapter 4             | Differences in culture   | Chapter-4a&4b Smartbook quizzes due midnight on Feb-16<br>(You are taking two quizzes!)<br>W.I.N. for C-4 papers & presentations due<br><b>Group book/article selections due to be approved by the instructor during the office hours</b> |
| Feb-24 | ---                   | Discussion of GlobeSmart comparison charts<br><br>Group work   | <b>Comparison chart of your GlobeSmart personal cultural profile and that of your home country due</b><br><b>Team weekly activity logs (what was done, by whom, and when) due at the end of class</b>                                     |
| Mar-3  | Exam                  | Midterm exam (in person)                                       | ---   |



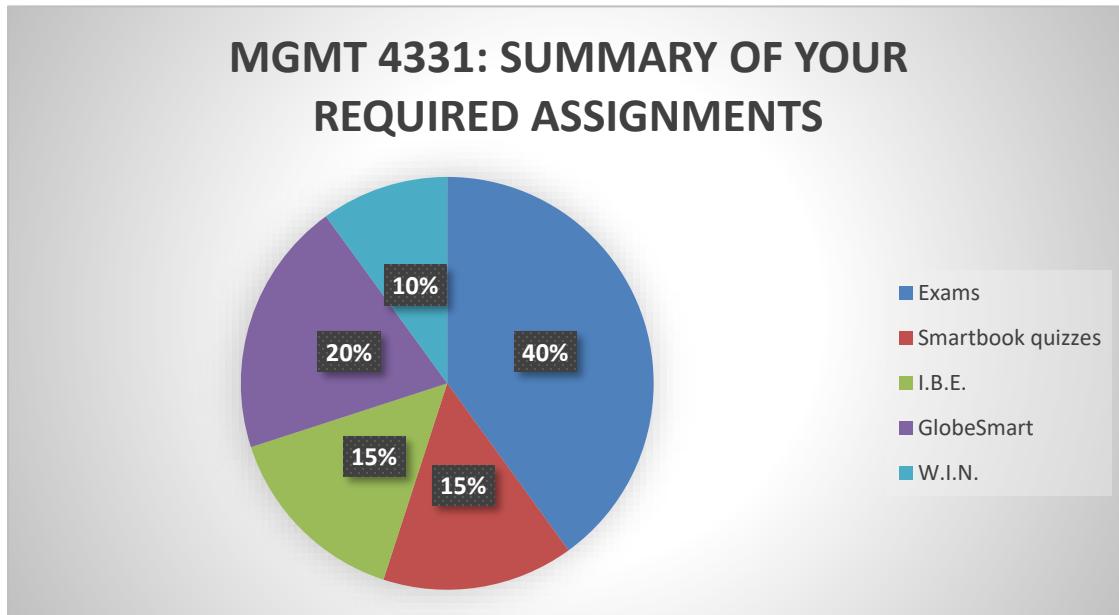
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|                          |                           |   |   |
|--------------------------|---------------------------|---|---|
| Mar-10                   | SPRING BREAK              | RELAX AND HAVE A GREAT TIME!!                               | ---   |
| Mar-17                   | Chapter 5                 | Ethics, corporate social responsibility, and sustainability | Chapter-5 Smartbook quiz due midnight on Mar-16<br><br>W.I.N. for C-5 papers & presentations due<br><br><b>First four GlobeSmart quizzes due</b>  |
| Mar-24                   | Chapter 6                 | International trade theory                                  | Chapter-6 Smartbook quiz due midnight on Mar-23<br><br>W.I.N. for C-6 papers & presentations due  |
| Mar-31                   | Chapter 7                 | Government policy and international trade                   | Chapter-7 Smartbook quiz due due midnight on Mar-30<br><br>W.I.N. for C-8 papers & presentations due<br><br><b>I.B.E. proposals due</b>   |
| Apr-7                    | Chapter 8                 | Foreign direct investment                                   | Chapter-8 Smartbook quiz due due midnight on Apr-6<br><br>W.I.N. for C-8 papers & presentations due<br><br><b>Team meetings with the instructor during office hours for the proposal feedback</b> |
| Apr-14                   | Chapter 9                 | Regional economic integration                               | Chapter-9 Smartbook quiz due due midnight on Apr-13<br><br><b>Last four GlobeSmart quizzes due</b>  |
| Apr-21                   | Cross-cultural experience | How to do business overseas: An example from Turkiye        | <b>GlobeSmart reports due</b>   |
| Apr-28                   | Group presentations       | I.B.E. presentations  | <b>I.B.E. executive reports and presentations due</b>   |
| May-5                    | Study day                 | No class!   | ---   |
| <b>May-12 at 2:00 PM</b> | Exam                      | Final exam (in person)                                      | ---   |



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(\*) 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.





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### APPENDIX

#### 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](#) or email us at [dss@tamusa.edu](mailto: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 academic accommodations 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 | 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

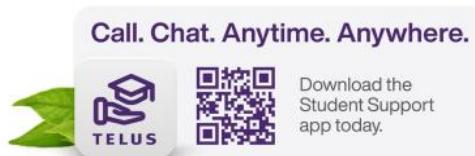


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Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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.



**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 about Emergency Operations Plan and the Emergency Action Plan can be found [here](#). 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 Jaguar Writing Center provides writing 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



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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 Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center 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 Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@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.

**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,



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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 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



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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. 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.



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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, 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](#) or visit the resources available in the [OSRR website](#)

### Important Spring 2026 Dates:

| Dates               | Event   |
|---------------------|---|
| January 13          | Tuition & Fee Payments deadline                           |
| January 19          | Martin Luther King, Jr. – No Classes                      |
| January 20          | First day of class  |
| February 4          | Census date   |
| February 23-March 6 | Midterm grading period                                    |
| March 9-March 14    | Spring Break  |
| April 3             | Study Day – No classes                                    |
| April 17            | Last day to drop with an automatic “W”                    |
| May 1               | Last day to drop a course or withdraw from the University |
| May 4               | Last day of classes                                       |
| May 5               | Study Day – No classes                                    |
| May 6-May 12        | Final exams   |
| May 19              | Commencement  |

**Librarian to contact:** You should feel free to contact Ms. Deirdre McDonald ([deirdre.mcdonald@tamusa.edu](mailto:deirdre.mcdonald@tamusa.edu)) if you need any assistance in finding course-related resources and/or materials.

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

- This is a *4-page-long, 1.5-spacing, 1-in. all margins* paper based on a concept you've chosen from your textbook and a "recent" related article you've found online.
- You may NOT use any direct quotations except the concept's definition from the textbook at the top of your first page.
- Here are your guidelines for this paper:
  - In the very beginning of your ***first page***, you will provide me with the textbook definition of your concept as a direct quotation followed by the page number.
  - Then, in your ***first two pages***, you will explain why this concept is important in the field of IB by providing three reasons based on your readings of the textbook.
  - In your ***third page***, you will provide me with a summary of your article and explain how your concept has been used in that organization/country along with its performance implications via providing some numerical info.
  - In your ***fourth (last) page***, you will provide me with a conclusion paragraph as well as list both references, which are your textbook (and other sources if any) and an online article in the APA format.

### --- W.I.N. Presentation Format ---

- 1<sup>st</sup> minute: you will define your concept and explain **why** it is important via providing three reasons.
- 2<sup>nd</sup> minute: you will introduce your article and explain **how** this concept has been used along with its performance implications including some numerical info. And then, you will conclude.

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

**PRACTICE, PRACTICE, & PRACTICE!!!**

| <b>Questions</b>   | <b>Max. scores</b> |
|--|--------------------|
| Clarity and comprehensiveness of the presentation based on the criteria on p. 6  | 2.5                |
| Eye contact with the audience  | 0.5                |
| Using body language appropriately  | 0.5                |
| Using the note card provided by the instructor as a reminder only  | 0.5                |
| Timing of the speech (2 mins: +/- 15 secs OK)  | 0.5                |
| Fluency of the speech (e.g., not making frequent pauses)   | 0.5                |
| <b>TOTAL POINTS</b> (NOTE: Making a shorter/longer presentation, which refers to either less than 1.5 minutes OR more than 2.5 minutes, will result in an additional 1-pt. deduction.) | <b>5</b>           |



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### THE SAMPLE FORMAT FOR YOUR “W.I.N.” PAPER

#### **PAGES#1&2**

Concept definition from the textbook-only one sentence:  
“direct quote (p. #?).”

Why important? Why does it matter? (in three/four paragraphs)

(all in your own words=NO direct quotations)

---2.5 *points*---

#### **PAGE#3**

Article analysis (two/three paragraphs)

- Summary of article
- Usage of your concept in this context along with its performance implications including numerical info

(all in your own words)

---1.5 *points*---

#### **PAGE#4**

Conclusion (one paragraph)

(all in your own words)

---0.5 *points*---

Your references: (in APA)

- [1] textbook
- [2] article

---0.5 *points*---

**THEORY**

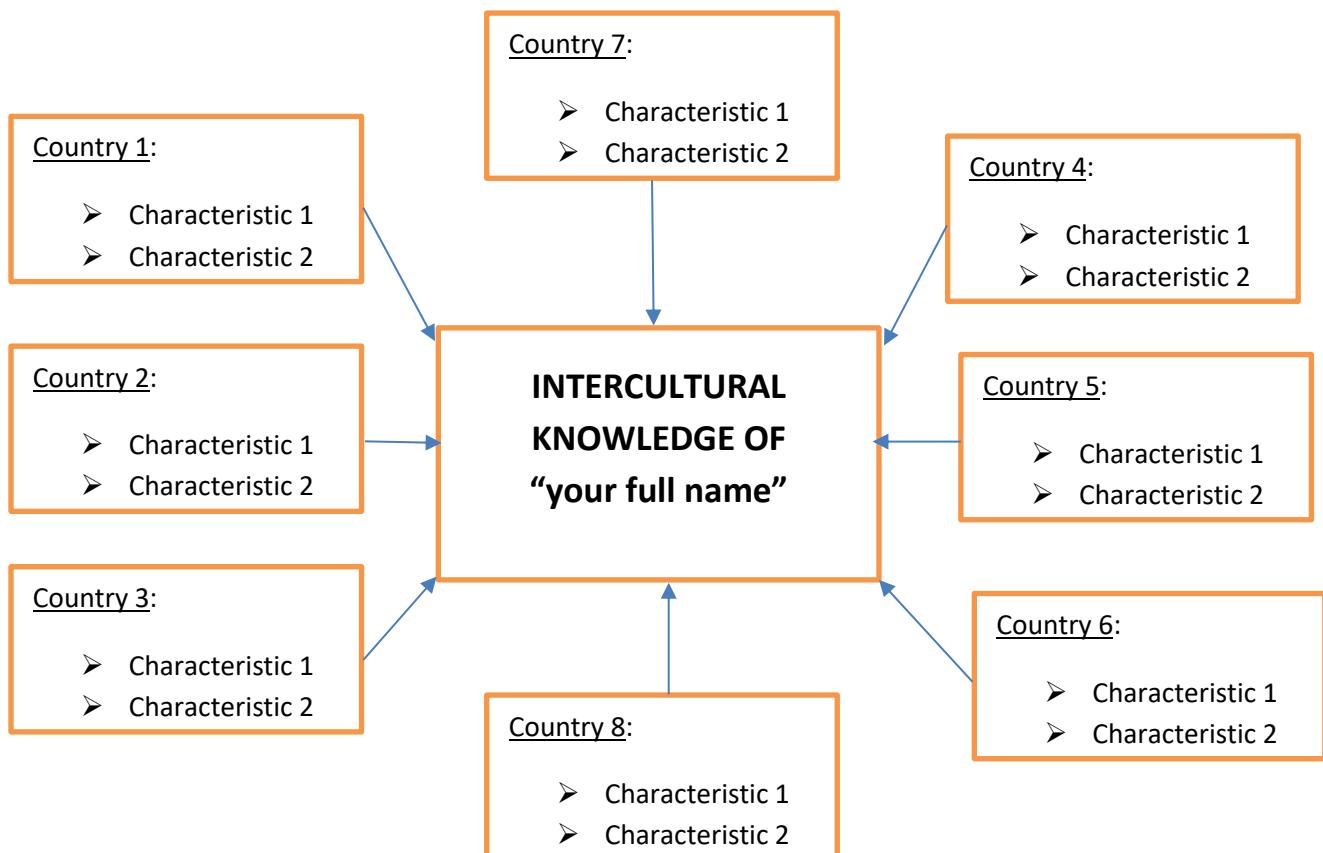
**PRACTICE**



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### --- GlobeSmart Simulation Report Format ---

- The “landscape” layout will be used. It is to be submitted as a double-sided paper.
- On page#1, you will create a diagram similar to the one below by providing two cultural characteristics per country. More specifically, after naming each characteristic, you will explain it in a short paragraph (3-4 sentences). In your explanations, you may NOT use any “copy & paste” statements from any resource. Here, I expect you to make your own sentences based on the knowledge you’ve gained from the simulation.





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**PEER EVALUATION FORM (MGMT 4331)**

Team number: \_\_\_\_\_

**Teamwork Grade Awarded**

(State for which assignment)

**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\*\***

| <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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### GUIDELINES FOR I.B.E. TEAM PRESENTATIONS

- Make sure to do at least two practice rounds as a group prior to presenting in front of the whole class. During these practices, make sure to effectively follow my guidelines provided in the rubric below.
- No notes may be used during this presentation. Besides, 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.
- If you are *either absent, late, or not prepared* for the day you've been assigned to present (in other words, if you leave your team "alone" on your presentation day), you will earn a zero grade for the whole project.

### --- I.B.E. Team Presentation Evaluation Rubric ---

| <b>Questions</b>   | <b>Max. scores</b> |
|--|--------------------|
| Clarity and comprehensiveness of explaining "key" points from your report (e.g., introduction, clear flow of information based on your sections, conclusion)   | 2.0                |
| Equal time distribution among team members   | 0.5                |
| Visibility and coherency of your slides (e.g., easy to follow, being readable)   | 0.5                |
| Using body language appropriately and keeping eye contact with the audience  | 0.5                |
| Typo/error-free slides and no full sentences on the slides; number of your slides  | 0.5                |
| Timing of the speech (5-6 minutes +/- 30 seconds OK)   | 0.5                |
| Fluency of the speech (e.g., not making frequent pauses, not using "like" and "thing" often)   | 0.5                |
| <b>TOTAL POINTS</b> (Using any reminding materials will result in 50% reduction of your presentation grade. Making too short/long presentations, which refers to less than 4.5 minutes or more than 6.5 minutes, will result in an additional 20% reduction of your presentation grade.) | <b>5</b>           |

*The End*