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BGEN 360.01: International Business

Sherry L. Liikala

University of Montana - Missoula, sherry.liikala@umontana.edu

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University of Montana
School of Business Administration
International Business – BGEN 360 (section 01) - 3 credits
MW 12:40 – 2:00pm GBB L13
Fall 2015 Course Outline

Professor: Sherry Liikala
Office: 351
Phone: 243-6197
email: sherry.liikala@business.umt.edu

Office Hours: Monday and Wednesday 9:00-11:00am
(or by appointment)

Required Text: McGrawHill: Custom Published for BGEN360
(Charles W. Hill and G. Thomas Hult, Global Business Today, 9th ed.)

Power Point slides outlining each lecture and related course documents will be posted on Moodle.

Pre-requisites: Completion of lower core

Course Overview and Learning Objectives:

This course is designed to teach students the basic principles of the practice of conducting business internationally from a U.S. business perspective. In addition to concepts from the text, I will present practical real-world information to augment the material from the text. Some of the objectives in delivering this course are as follows:

- Create and/or enhance students understanding of the nature and sensitivities associated with globalization and of conducting business in a global business environment.
- Develop an understanding of important concepts, theories and practices when conducting business internationally
- Develop a means by which various risks associated with international business can be identified, evaluated and mitigated.
- Implications and importance of current U.S. politics and economic implications as they relate to and influence U.S. international business activities.

Teaching Philosophy:

It is my responsibility to teach; preparing you for your career; whatever it may be. I take my responsibility very seriously as do I take each student seriously. My approach to teaching is based on observation – that is, I share knowledge with you drawing on my experience in the field consistent with the academic principles of the subject being taught. The intent of my teaching style is simple: provide and encourage an environment and atmosphere that inspires learning. The upshot to you of my teaching style is this - if you are not in class, you cannot learn.

Class Conduct:

The classroom is a place for learning the material being taught. Anyone whose behavior distracts me from teaching or students from learning will be asked to leave. This class is designed to be interactive such that we can learn from each other. As such, I require students to attend class sessions prepared to listen, contribute and ask questions. This is particularly important since I write my own exams and derive test/quiz questions from material presented in class lectures, text reading material, videos, case discussion questions, and classroom discussions. I encourage student participation continuously simply by asking thoughtful questions in a manner that students can relate to. I urge students

to participate and not worry about being right or wrong – I endeavor to reward the courage it takes to participate, not punish. It is critical that to prepare for the “sink or swim” world of business that each student learns how to speak up and share thoughts, opinions and/or ideas. The classroom is a perfect place to develop a comfort level without being judged. Finally, I provide considerable guidance for upcoming quizzes and test questions that cannot be gained from anywhere else other than in the classroom. **It is each student’s responsibility to make arrangements to get the information from missed classes from another classmate. Do not ask me what you missed or for my notes.**

Please make sure your cell phones are turned off or are in the silent mode. Computers may be used during class **only for the purpose of note taking** – if I see or am informed of anyone using their device for any other purpose that student will lose the ability to utilize their device for the remainder of the semester.

University Code of Conduct - Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, “Students at the University of Montana are expected to practice academic honesty at all times.” All students need to be familiar with the Student Conduct Code. It is the student’s responsibility to be familiar the Student Conduct Code.

Section V.A., available at http://www.umt.edu/vpsa/policies/student_conduct.php

School of Business Administration’s Code of Professional Conduct

Students are expected to act professionally in all SoBA courses and in their contact with faculty members, other students and University personnel. Faculty and staff members of the School of Business Administration are dedicated to helping students achieve their professional career goals. To accomplish this, it is essential that students respect each other’s right to pursue their education in the most beneficial atmosphere possible. All students are expected to adhere to the following standards of professional behavior.

In the classroom:

- Arrive on time to class, prepared to engage in the day’s topics,
- Keep cell phones and other electronic devices turned off during class,
- Respect your colleagues by refraining from disruptive behavior, including leaving class before the end and engaging in non-class related activities during the class session,
- Participate fully in all in-class activities, and
- Foster academic honesty.

Outside the classroom:

- Treat email correspondence as professional communications,
- Be a responsible group member, attending group meetings and fully contributing to the group’s discussions, work products, and presentations,
- Be respectful and gracious when a working professional takes time to interact with you in or out of class,
- Care for the Gallagher Business Building and its technologies,
- Honor appointments with employers, advisors, and faculty,
- Dress appropriately when interacting with professionals at SoBA events, and
- Foster academic honesty.

DSS Students with disabilities may request reasonable modifications by contacting me within the first two weeks of class. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you through DSS to provide an appropriate accommodation. For more information, please consult <http://www.umt.edu/disability>.

Grievance Procedures

The formal means by which the course and instructor quality are evaluated is through the written evaluation procedure at the end of the semester. The instructor and department chair receive copies of the summary evaluation metrics and all written comments once course grading is completed and submitted. Students with concerns or complaints during the semester should first communicate these to the instructor (verbally, not via email). If the student does not believe the issue has been resolved appropriately after meeting with the instructor, the student should contact the department chair. If, after communicating with the department chair the student still does not believe the issue has been resolved appropriately, then the student should contact the Associate Dean of the School of Business Administration.

Mission Statements and Assurance of Learning

The University of Montana’s School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

Communications:

There are several ways a student may communicate with me; email is not the best or preferred way – it should only be used as a last resort. Students should use email only if they need to convey or inform me, not to correspond where a response from me is expected. When using email, **Students need to use their designated university email address.** Instead, I prefer and ask that students visit with me in person or call me if correspondence is required (back and forth). Under NO circumstance is it acceptable to call me at home, please only call my office number. I ask this of students not to be difficult, but instead as a way to get students to exercise discipline, develop and nurture people skills and to avoid misunderstanding, miscommunication and passive aggressive behavior in general.

Reading Assignments:

Lectures will cover concepts from the required text, including cases, and will be augmented by relevant industry experience, Bloomberg Business week and a few video's that will help relate the material to real-world international business situations. My practice is to lecture on specific material and then, when necessary assign reading from the associated chapter(s) and cases in the text and/or from other sources (e.g., magazine articles). This will allow you to better apply and retain the information that you read. Exams will include questions associated with any reading assigned in addition to lecture material, additional readings, videos, etc.

Grading and Scale:

| | |
|-----------------|----------------|
| Exams (2): | 60% (30% each) |
| Quizzes (3): | 30% (10% each) |
| Attendance (5): | 10% (2% each) |

| | |
|----------------|------------------|
| Grading scale: | 93-100 = A |
| | 90-92 = A- |
| | 87-89 = B+ |
| | 83-86 = B |
| | 80-82 = B- |
| | 77-79 = C+ |
| | 73-76 = C |
| | 70-72 = C- |
| | 60-69 = D |
| | 59 and below = F |

Each student will receive the grade they earn. Students are responsible to keep track of their own grade. Grades for each component as well as a running total of the student's cumulative grade can be viewed via Moodle. Please bear in mind that I am not in the habit of assigning extra credit to individual students. I may have optional extra credit questions on exams, but individual students, under no circumstances, will not be offered extra credit to compensate for poor performance at any point, including after final grades are submitted.

Exams:

There will be two exams during the course of the semester – the second exam is not comprehensive, that is, it will only cover the material covered since the first exam. The exams are a combination of T/F, multiple choice, fill-in-the-blank and short essay/answer. Typically, I will concentrate on particular concepts, terms, theories, etc. and will ask several types of questions on the same concept to ensure that students have a comprehensive understanding of the material.

I do not allow students to take exams or quizzes at any time other than the time indicated on the schedule, unless the student is involved in an official University activity on that day. The student must provide to me, in advance and in writing, confirmation of the student's involvement, the specific activity and the dates of the activities from the coach/coordinator. The dates for the exams are indicated on the schedule provided. Please plan your other activities accordingly.

Quizzes:

Three quizzes will be given throughout the semester most of which correspond to cases from the text, videos or from a series of specifically assigned readings. I will announce at least one class prior to when there will be a quiz, allowing students ample time to read/prepare. Quizzes will be given at the beginning of the class. (Length of time will be a function of the number of questions and the level of difficulty of those questions. The format of the questions for quizzes will be similar to that of exams.

Attendance:

Since attendance is such a critical component to my classes, I will randomly take attendance 5 times throughout the semester. Each time attendance is taken, students in attendance earn two percentage points. Attendance will account for 10% of each student's overall grade for the class. If a student is going to miss any class, regardless of the reason, as long as the student sends me an email and I receive it before the start of the class the student is registered in on the day the student misses class, then the student will receive attendance credit if attendance is taken on that day.

Fall 2015 Class Schedule:

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|------------------------------------|-------------------------------------|
| Monday, September 7: | No class (Labor Day Holiday) |
| Monday, October 12: | Exam 1 |
| Wednesday, November 11: | No class (Veterans Day) |
| Wednesday, November 25: | No class (Thanksgiving Break) |
| Friday, December 18 (8:00-10:00am) | Exam 2 (Final Exam –non cumulative) |
| Quizzes: | TBA |