

Institutional Syllabus – GBUS 300-01 International Business

Spring 2019

James Drogan
12/28/2018

I. COURSE DESCRIPTION

An introduction to international business examining the environment in which multinational firms operate and the distinctive ways in which global enterprises perform business functions. Topics include the impact of cultural and political-legal differences, trade theory, regional and global economic integration, foreign exchange, country selection, exporting and importing, supply chain management, marketing globally, and international human resource management.

3.000 Credit hours

3.000 Lecture hours

Prerequisite(s): GBMG 341 Organizational Management

Corequisite(s): None

Follow-On Courses: Seminar courses

Role in Curriculum: Major course

II. TEXT(S)

A. Assigned Text(s):

1. Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2015). *International Business. Environments and Operations* (15th ed.). Upper Saddle River, NJ: Prentice Hall (Pearson). ISBN 10: 0-13-345723-0; ISBN 13: 978-0-13-345723-0.

Instructor's Note

This is a very good book and, if you are serious about international business, is a good investment. I call to your attention that it can be rented (see Amazon) and a copy is available in the Luce Library.

B. Additional Material:

1. Distributed in class or via Blackboard

III. STUDENT LEARNING OBJECTIVES

A. Course Objectives

1. Exhibit development of teamwork, leadership, communication, and critical thinking skills.
2. Recognize the legal, economic, political and cultural environments impacting international business
3. Identify government, direct investment, stakeholder influences on trade and international trade theory.
4. Be familiar with foreign direct investment, exchange rates and restrictions.
5. Have an understanding of multinational firms, corporate policy, export/import strategies, country selection and operational factors in respective host countries.
6. Understand economic integration (e.g., NAFTA, EU) and free trade organizations and initiatives (e.g., GATT, WTO) effect on MNEs' decision making.
7. Be familiar with international business functions, such as global marketing and international human resources sourcing and staffing needs.
8. Understand ethical issues as they apply to international business.

Instructor's Note

These learning objectives, approved by GBAT, are a mix of the general and specific and, inasmuch as they provide the basis for guidance to the student, may overcomplicate the learning experience. They may also sow the seeds of confusion when trying to grasp international business. I'm inclined to think there are three major objectives:

- 1. Understand the what, why, where, how, who, and when of international business and be able to apply that understanding to the analysis of international business issues.***
- 2. Awareness and understanding of contemporary issues in international business, especially how these affect the shipping industry.***
- 3. Apply a comprehensive set of ethical, critical thinking, and communications skills to international business.***

IV. COURSE ASSESSMENTS

- A. Assessments in the Class (172 total points)
1. Attendance (56) **Three or more unexcused absences will result in failure.**
 2. BRI Deliverables (120) **Late papers will not be accepted.**
 3. Team Presentation (10) **Absence from the presentation will result in a zero (0).**

4. Team Work (16) **Failure to submit a team assessment will cause you to receive zero (0) for the team grade.**

B. External Assessments

1. None.

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

Students with a documented disability and seeking to utilize services should contact Dr. Sherill Anderson, Assistant Dean of Student Affairs at sanderson@sunymaritime.edu or by visiting Student Affairs on the first floor of Baylis Hall. All academic accommodations are assessed and provided on an individual basis and must be grounded in documentation. Accommodations will be made during the academic year for KUP's (knowledge, understanding, and proficiency) tested as part of a written exam. No accommodations will be made for practical assessments outlined in the STCW guidelines. All student disability information is confidential. Students must meet with Accommodation Services **EACH SEMESTER** in which they wish to receive accommodations. Faculty cannot provide accommodations without official notification from Accommodation Services (Student Affairs).

VI. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

<http://www.sunymaritime.edu/sites/default/files/media/Documents/AcademicIntegrityPolicy.pdf>

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENT AFFAIRS

GBUS 300-01 International Business Spring 2019

Instructor Information

Prof. James Droган, jdrogan@sunymaritime.edu, 718-409-7289

Office hours: 9AM – 3PM Tuesday – Thursday MAC 228. Appointments are recommended.

Class Meetings

Tuesday and Thursday, 830AM – 945AM, MAC 213

Class Policies

Attendance is mandatory. Please notify me by any available means if you expect to be absent.

Cellphones, laptops, and tablets are welcome, but need to be used within the context of the course. This privilege will, if necessary, be rescinded.

Respect is paramount, for others, and of self. I encourage and seek to provoke lively debate on relevant issues. The aim here is to pay attention, to listen and hear, to understand, to practice tolerance, to accept and, ultimately, to work in a more positive way for the common good. Derision and snarky comments have no place in the classroom.

Grading

Grading comprises:

1. Attendance: 28 meetings x 2 points each = 56 points. **Three or more unexcused absences will result in failure.**
2. BRI Deliverables: 9 deliverables x 10 points each = 90 points. Grading of BRI Deliverables utilizes a rubric. Detail on the rubric will be found at Grading of BRI Deliverables on p 15. **Late papers will not be accepted.**
3. Team presentations: 10 points. **Absence from the presentation will result in a zero (0).**
5. Teamwork: 16 points. **Failure to submit a team assessment will cause you to receive zero (0) for the team grade.**

No more than 172 points can be earned. That is, there is no such grade as an A+.

No makeup work will be assigned and no other extra credit is available.

Final Grade Assignments

%	GPA	Grade
100.0%	4	A
93.0%	4	A
90.0%	3.7	A-
87.1%	3.3	B+
83.0%	3	B
80.0%	2.7	B-
77.1%	2.3	C+
73.0%	2	C
70.0%	1.7	C-
67.1%	1.3	D+
63.0%	1	D
0.0%	0	F

The initial final grade is assigned according to the following table.

The initial final grade represents the points attained divided by the total points available. This math guides me in the assignment of the final grade. What this means is that the final grade I assign may be different from the mathematical grade. In assigning the final grade I take into account your consideration, respect, and encouragement of others; your desire for learning and discipline in completing the assignments; your ability to bring relevant issues to the attention of the class.

Course Outline

Overview

This course is summarized in the following graphic.

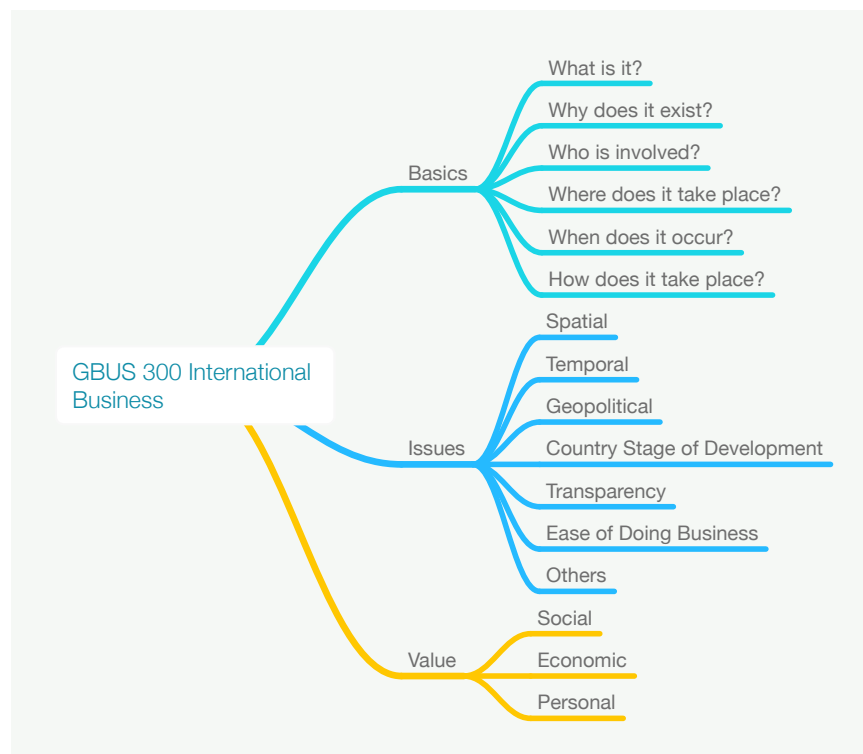


Figure 1 Major Topics in the Course

There are 15 major topics in this course corresponding with 15 of the 20 chapters in Daniels. A topic will be introduced in a facilitated discussion on a Thursday started by “the question of the day.” These questions will be found in Course Detail on p 4.

On the following Tuesday the topic will be reviewed in a facilitated discussion. In the interim between Thursday and Tuesday you are expected to complete any reading assignments, give some thought to the matter at hand, prepare for the ensuing Thursday discussion and, if it’s your turn, a presentation.

Please note that the introduction of the topic will not be a reprise of the applicable chapter from Daniels.

A second major component of the course is a student-led presentation and discussion on a specific BRI (Belt and Road Initiative) topic on Tuesday. BRI is further explained in *One Belt One Road* (Drogan, 2017a).

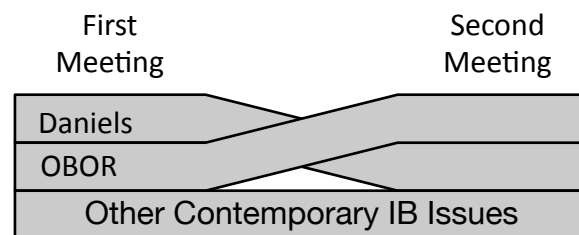


Figure 2¹

Figure 2 shows the relationship between the two meetings during the week. The BRI (the original acronym for the Belt and Road Initiative) discussion in the second meeting is led by students. There is space allowed within the schedule to take up contemporary topics in international business.

Detail

1. Introduction to the Course (Tuesday only)

a. Introduction to the course.

- (a) Objectives
- (b) Approach
- (c) Grading
- (d) Feedback

b. Question of the Day

What is interesting and/or unknown about international business?

c. Introduction to *International Business*

¹ OBOR stands for One Belt One Road, the original name of the initiative. BRI (Belt and Road Initiative) has become more popular of late.

- d. Introduction to the *Belt and Road Initiative*
- e. Introduction to *Contemporary Issues and Tools*
- f. Reading Assignments
 - (a) *A Splendid Exchange* (Bernstein, 2008, Introduction)
 - (b) *No Ordinary Disruption* (Dobbs, Manyika, & Woetzel, 2015, pp. 1–12)
 - (c) *The Second Machine Age* (Brynjolfsson, 2014, Chapter 1)
 - (d) *One Belt One Road* (Drogan, 2017a)
- 2. Globalization and International Business
 - a. Thursday
 - (a) Question of the Day
 - What are the major benefits and costs of international business?*
 - (b) Introduction to *Globalization and International Business*
 - b. Reading Assignments
 - (a) *Globalization and International Business* (Daniels, Radebaugh, & Sullivan, 2015, Chapter 1)
 - (b) *China Paves the Way for a New Silk Road* (“China Paves the Way for a New Silk Road,” 2017)
 - c. Tuesday
 - (a) *Team Work*
 - Teams* (Drogan, 2016)
 - (b) *Writing Papers*
 - Writing Guide for BRI Deliverables* (Drogan, 2017b)
 - Writing Prompts for BRI Deliverables* (Drogan, 2017c)
 - (c) *Feedback: Importance and Processing*
 - Feedback: Importance and Processing* (Drogan, 2018)
 - (d) *Presentations*
 - Ethics, Critical Thinking, and Communications* (Drogan, 2009, sec. Communications)
- 3. The Cultural Environments Facing Business
 - a. Thursday
 - (a) Question of the Day
 - How do culture and business affect one another?*

(b) Introduction to *The Cultural Environment Facing Business*

(c) Introduction to *BRI: Definition*

(d) Reading Assignment

(i) *The Cultural Environment Facing Business* (Daniels et al., 2015, Chapter 2)

(ii) *The Affect of Cross Cultural Management Factors on the Design of Global Business Systems* (Drogan, 2010)

(iii) *Cultural Acumen for the Global Manager: Lessons from Project GLOBE* (Javidan & House, 2001)

(e) Writing Assignment

(i) Propose a definition of BRI

The way to approach this deliverable is to think of answering a question posed by your Mother.

What's this One Belt One Road thing?

The answer, "I don't know, we just started studying it" would likely be unacceptable to Mom and me.

If you don't have a clue, take a few moments to look into the matter and then write your definition

b. Tuesday

(a) Discussion of *The Definition of BRI* led by students

(b) General Feedback on the *Definition of BRI*

(c) Discussion of a contemporary issue in international business

4. The Political and Legal Environments Facing Business

a. Thursday

(a) Question of the Day

What are the costs and benefits of country-level versus international political and legal environments?

(b) Introduction to *The Political and Legal Environments Facing Business*

(c) Introduction to *The Objectives of BRI*

(d) Reading Assignment

(i) *The Political and Legal Environments Facing Business* (Daniels et al., 2015, Chapter 3)

(e) Writing Assignment

(i) Identify and prioritize the objectives of BRI

Most of what we see around us, especially that made by man, is there because someone was trying to fulfill an objective or meet a goal.

We often can infer these objectives through observation. Apply that approach here. Think about One Belt One Road (OBOR). Write what you believe to be the objectives. Present them in the order of decreasing importance.

b. Tuesday

(a) Discussion of *The Objectives of BRI* led by students

(b) General feedback on the *Objectives of BRI*

(c) Discussion of a contemporary issue in international business

5. The Economic Environments Facing Business

a. Thursday

(a) Question of the Day

What are the alternative economic environments and how do they affect business?

(b) Introduction to *The Economic Environments Facing Business*

(c) Introduction to *The Assets Required for BRI*

(d) Reading Assignment

(i) *The Economic Environments Facing Business* (Daniels et al., 2015, Chapter 4)

(e) Writing Assignments

(i) Identify *The Assets Required for BRI*

At the stage we have ventured a definition of OBOR and its purpose. On this basis we can begin to identify the assets required to fulfill the purpose.

Assets are just not physical although, to be sure, in an endeavor of this sort they are required. Your thinking should be unconstrained; constraints can be applied later.

Please identify these assets. A word or two about why you selected the asset is welcome. These should be presented in the order of decreasing importance.

b. Tuesday

(a) Discussion of *The Assets Required for BRI* led by students

- (b) General feedback on *The Assets Required for BRI*
 - (c) Discussion of a contemporary issue in international business
- 6. International Trade and Factor-Mobility Theory
 - a. Thursday
 - (a) Question of the Day

How does factor mobility affect international trade?
 - (b) Introduction to *International Trade and Factor-Mobility Theory*
 - (c) Introduction to *The Parties Interested in BRI*
 - (d) Reading Assignment
 - (i) *International Trade and Factor-Mobility Theory* (Daniels et al., 2015, Chapter 5)
 - (e) Writing Assignment
 - (i) Identify and prioritize *The Parties Interested in BRI*

A venture of the magnitude of OBOR attracts attention of parties directly affected by the outcome (sometimes called stakeholders) and those who may be interested for other reasons.

Please identify these parties, the nature of their interest, and present them in the order of decreasing importance.
 - b. Tuesday
 - (a) Discussion of *The Parties Interested in BRI* led by students
 - (b) General feedback on *The Parties Interested in BRI*
 - (c) Discussion of a contemporary issue in international business
- 7. Governmental Influence on Trade
 - a. Thursday
 - (a) Question of the Day

What value does governmental influence bring to trade?
 - (b) Introduction to *Governmental Influence on Trade*
 - (c) Reading Assignment
 - (i) *Governmental Influence on Trade* (Daniels et al., 2015, Chapter 6)
 - (d) Writing Assignment
 - (i) None
 - b. Tuesday (No class; hold Monday classes on Tuesday)

8. Cross-National Cooperation and Agreements

a. Thursday

(a) Question of the Day

Under what conditions should nations engage in competition, cooperation, or a mixture of the two (coopetition)?

(b) *Introduction to Cross-National Cooperation and Agreements*

(c) *Introduction to BRI Accomplishments and Plans*

(d) Reading Assignment

(i) *Cross-National Cooperation and Agreements* (Daniels et al., 2015, Chapter 7)

(e) Writing Assignment

(i) Identify the *BRI Accomplishments and Plans* as of this date

Plans set the path forward, but accomplishments lock the plan in place. Please keep in mind that accomplishments affect alternative futures.

Please describe 3-5 accomplishments and plans associated with OBOR. What was the critical factor that enabled or inhibited the accomplishment? What is the factor critical to the success of the plans?

The notion of importance need not figure into this issue.

b. Tuesday

(a) Discussion of *BRI Accomplishments and Plans* led by students

(b) General feedback on *BRI Accomplishments and Plans*

(c) Discussion of a contemporary issue in international business

9. Global Foreign Exchange Markets

a. Thursday

(a) Question of the Day

What are the costs and benefits of national currencies versus a global currency?

(b) *Introduction to Global Foreign Exchange Markets*

(c) *Introduction to The Relationship Between BRI and Existing International Business*

(d) Introduction to a model for analyzing international business

(e) Reading Assignment

- (i) *Global Foreign Exchange Markets* (Daniels et al., 2015, Chapter 8).

(f) Writing Assignment

- (i) Identify the major competitors and collaborators likely to be found in the BRI

The hypothesis is that OBOR has the potential for significantly affecting the existing global business system, especially the supply chains. We need to understand the potential change that results from the intersection of the present and the future.

That change informs our conclusions and recommendations for dealing with OBOR.

Please describe the relationship through an examination of the intersection. Here we should bring the matter of importance back into the analysis. That is, describe those aspects of the intersection that are the most important to consider.

b. Tuesday

- (a) Discussion of *The Relationship Between BRI and Existing International Business* led by students.
- (b) General Feedback on *The Relationship Between BRI and Existing International Business*
- (c) Discussion of a contemporary issue in international business

10. Global Capital Markets

a. Thursday

- (a) Question of the Day
How should capital flow around the globe?
- (b) Introduction to *Global Capital Markets*
- (c) Introduction to *Introduction to Competition and Collaboration*
- (d) Reading Assignment
 - (i) *Global Capital Markets* (Daniels et al., 2015, Chapter 10)
- (e) Writing Assignment

- (i) Competition and Collaboration

New competitive and collaborative relationships are likely to emerge from the intersection described earlier.

Please describe these here with a focus on the magnitude and nature of the change.

b. Tuesday

- (a) Discussion of *Competition and Collaboration in BRI* led by students
- (b) General feedback on *Competition and Collaboration in BRI*
- (c) Discussion of a contemporary issue in international business

11. Globalization and Society

a. Thursday

- (a) Question of the Day
How should globalization and society interact?
- (b) Introduction to *Globalization and Society*
- (c) Introduction to *BRI Conclusions*
- (d) Reading Assignment
 - (i) *Globalization and Society* (Daniels et al., 2015, Chapter 11)
- (e) Writing Assignment
 - (i) The conclusions have you reached regarding the potential impact of BRI on international business

b. Tuesday

- (a) Discussion of *BRI Conclusions* led by students
- (b) General feedback on *BRI Conclusions*
- (c) Discussion of a contemporary issue in international business

12. The Strategy of International Business

a. Thursday

- (a) Question of the Day
What are the major factors to consider when deciding on a strategy for international business?
- (b) Introduction to *The Strategy of International Business*
- (c) Introduction to *BRI Recommendations*
- (d) Reading Assignment
 - (i) *The Strategy of International Business* (Daniels et al., 2015, Chapter 12).
- (e) Writing Assignment
BRI Recommendations

Conclusions require consideration and, in most cases, lead to recommendations for action.

Please describe your recommendations for actions that existing international business actors should make to maximize their advantage from the development of OBOR.

b. Tuesday

(a) Discussion of *BRI Recommendations* led by students

(b) General feedback on *BRI Recommendations*

13. Country Evaluation and Selection

a. Thursday

(a) Question of the Day

What should be considered when evaluating a country for business potential?

(b) Introduction to *Country Evaluation and Selection*

(c) Reading Assignment

(i) *Country Evaluation and Selection* (Daniels et al., 2015, Chapter 13)

b. Tuesday

(a) Discussion of a contemporary issue in international business

14. Human Side of International Business

a. Thursday

(a) Question of the Day

What capabilities are required to be successful in international business?

(b) Introduction to *The Human Side of International Business*

(c) Reading Assignment

(i) *International Human Resource Management* (Daniels et al., 2015, Chapter 20)

(d) Tuesday

(i) Discussion of a contemporary issue in international business

15. Global Manufacturing and Supply Chain Management

a. Thursday

(a) Question of the Day

How should the supply chain be designed and managed to be successful in global manufacturing?

(b) Introduction to *Global Manufacturing and Supply Chain Management*

(c) Reading

(i) *Global Manufacturing and Supply Chain Management* (Daniels et al., 2015, Chapter 18)

(ii) *The Great Supply Chain War* (Khanna, 2016, Chapter 7)

(d) Team Assessment

(e) Student Course Evaluations

(f) Course After Action Review (optional)

Writing Guide for BRI Deliverables

See *Writing Guide for BRI Deliverables* (Drogan, 2017b).

Grading of BRI Deliverables

Here is the rubric by which the deliverables will be assessed.

Assessment Factor →	Consistently Exceeds Requirements 4	Occasionally Exceeds Requirements 3	Meets Requirements 2	Fails to Meet Requirements 1
Concise, Precise, Clear	Words and structure match the context and clearly convey the intent of the communications. Graphics are appropriate in support of the narrative.	The words and structure match the context, but occasionally interfere with clearly understanding the intent of the communications. Graphics are occasionally inappropriate.	The words and structure do not match the context to a noticeable degree and consistently interfere with understanding the intent of the communications.	The words and structure do not match the context nor do they permit an understanding of the intent of the communications.
Compelling	Compels one to read and accept the assessments, conclusions, and recommendations included therein.	Compels one to read, but occasionally causes one to question the assessments, conclusions, and recommendations included therein.	Occasionally impedes the reading and accepting the assessments, conclusions, and recommendations included therein.	Substantial difficulty in reading and accepting the assessments, conclusions, and recommendations included therein.
Relevant	All aspects are relevant to the requirements of the assignment.	There are a few, minor examples of inattention to the requirements of the assignment.	There are a few, major examples of inattention to the requirements of the assignment.	Examples of inattention to the requirements of the assignment abound.
Credible	Little to no evidence of concern	Occasional, minor evidence that generates concern	Occasional, major evidence that generates concern	Major question of credibility

The assessment process is the result of reading the submission and judging each of the Factors (rows) on the basis of the Assessment of the degree to which the expectation of the factor are met. For example:

	4	3	2	1	
Clear, Precise, Clear	X				
Compelling		X			
Relevant			X		
Credible				X	
	4	3	2	1	2.5

The assessment of a submission may be as shown above. The grade points are vertically summed in the bottom row. That sum is divided by four to yield a grade of 2.5 (C+) for this submission. The grade of a 2.5 is converted to points and entered into the gradebook. That sum is divided by four to yield a grade of 2.5 (C+) for this submission. For example, for a deliverable worth 100 points, the points awarded would be 8.

Grading of Presentations

The process for the grading of presentations is similar to grading of deliverables.

Criteria and Prompt Questions	Consistently Exceeds Requirements 4	Exceeds Requirements at Times 3	Meets Requirements 2	Fails to meet Requirements 1	Comments
Audibility (hear clearly?)					
Pace (too slow; too fast?)					
Fluency (Is the speech pattern fluent, indicating familiarity with the material and rehearsal of delivery?)					
Tone and Energy (Is there sufficient variation in tone? Does the presenter seem enthusiastic?)					

Eye Contact (Is the presenter making eye contact across the audience and avoiding becoming note-bound?)					
Body Language and Gesture (Is the presenter's posture upright and confident? Does their movement and gesture enhance, not distract from, what they are saying?)					
Appropriateness to the Audience (Is the content and approach relevant, interesting and engaging?)					
Structure and Cohesion (Was the structure clearly outlined? Is the order logical and easy to follow? Is it signposted throughout? Is the balance of various elements effective? Is timing accurate?)					
Use of Visual Aids (Is there a suitable amount? Are they easy to read? Do they effectively support the oral delivery? Does the presenter use them competently?)					

Source: ("Assessing Oral Presentations," n.d.)

Schedule

Class #	Day	Date	Topic or Deliverable	Attendance	BRI Deliverables	
1	Tuesday	1/8/2019	1. Introduction to the Course	2		
2	Thursday	1/10/2019	2. Globalization and International Business	2		
3	Tuesday	1/15/2019		2		
4	Thursday	1/17/2019	3. The Cultural Environment Facing Business	2		
5	Tuesday	1/22/2019	Team 1 - BRI: Definition	2	10	
6	Thursday	1/24/2019	4. The Political and Legal Environments Facing Business	2		
7	Tuesday	1/29/2019	Team 2 - BRI: Objectives	2	10	
8	Thursday	1/31/2019	5. The Economic Environments Facing Business	2		
9	Tuesday	2/5/2019	Team 3 - BRI: Assets	2	10	
10	Thursday	2/7/2019	6. International Trade and Factor-Mobility Theory	2		
11	Tuesday	2/12/2019	Team 4 - BRI: Interested Parties	2	10	
12	Thursday	2/14/2019	7. Governmental Influence on Trade	2		
	Tuesday	2/19/2019	Note: Hold Monday Classes on Tuesday			
13	Thursday	2/21/2019	8. Cross-National Cooperation and Agreements	2		
14	Tuesday	2/26/2019	Team 5 - BRI: Accomplishments and Plans	2	10	
15	Thursday	2/28/2019	9. Global Foreign Exchange Markets	2		
16	Tuesday	3/5/2019	Team 6 - BRI: Relationship to Existing International Business	2	10	
16	Thursday	3/7/2019	No Classes: Spring Break			
17	Tuesday	3/12/2019		2		
18	Thursday	3/14/2019	10. Global Capital Markets	2		
19	Tuesday	3/19/2019	Team 7 - BRI: Competition and Collaboration	2	10	
20	Thursday	3/21/2019	11. Globalization and Society	2		
21	Tuesday	3/26/2019	Team 8 - BRI: Conclusions	2	10	
22	Thursday	3/28/2019	12. The Strategy of International Business	2		
23	Tuesday	4/2/2019	Team 9 - BRI: Recommendations	2	10	
24	Thursday	4/4/2019	13. Country Evaluation and Selection	2		
25	Tuesday	4/9/2019		2		
26	Thursday	4/11/2019	14. The Human Side of International Business	2		
27	Tuesday	4/16/2019		2		
28	Thursday	4/18/2019	15. Global Manufacturing and Supply Chain Management	2		
	4/22/2019	4/27/2019	Finals Week			
				Attribute	Points	%
				Attendance	56	33%
				Papers	90	52%
				Team-led Discussion	10	6%
				Teamwork	16	9%
				Total	172	100%

References

- Assessing Oral Presentations. (n.d.). Brunel University. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjdkZu5ifTaAhUCnFkKHZmNBAGQFggnMAA&url=http%3A%2F%2Fwww.brunel.ac.uk%2Flearnhigher%2Fgiving-oral-presentations%2FAssessing_Oral_Presentations.pdf&usg=AOvVaw2plqMW06TA4Gs8qdSe4ppP
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