



**Carleton**  
UNIVERSITY

**SPROTT**  
SCHOOL OF BUSINESS

**Carleton University  
Sprott School of Business**

**BUSI 3704 A:**

**THE ENVIRONMENT OF INTERNATIONAL BUSINESS**

**Fall 2020**

**(Online Course)**

**\*Revised version as of 10/16/2020 – see page 13**

**Instructor:** Abdulghany Mohamed, Ph.D.

**Office:** virtual/online

**Email:** Abdulghany.Mohamed@carleton.ca

**Classroom:** virtual/online

**Class Days and Times:** Thursdays 8:35am -- 11:35 am

**Office Hours:** One (1) hour online synchronous session via BigBlueButton/Zoom every Monday, Thursday and Friday @ 12:00-1:00pm. Appointment bookings will be on first come first serve basis. Email based queries are also welcome.

**N.B:** This course outline provides you with most of the information you will need to know in order to organize yourself for the lectures, prepare for and complete group projects, and individual assignments. It is, therefore, important that you:

**Please read carefully all the information provided in this course outline.**

*If in doubt, please consult the course instructor.*



## **COURSE MODALITY**

Due to the global COVID-19 pandemic, this course will be delivered exclusively online through a blend of scheduled synchronous (real-time) online sessions (12 meetings of 1.5 hour each to a total of 18 hours) and asynchronous sessions (12 periods of 1.5 hour each to a total of 18 hours) whereby students would undertake and complete activities/tasks at the time of their own choosing. For other activities, including consultations with the instructor and group work please see below and in detailed guidelines posted on cuLearn.

## **EDUCATIONAL TECHNOLOGY REQUIREMENTS**

The primary platforms for the course will be cuLearn, MyCarletonOne and Zoom. Students may also use other additional freely accessible platforms/software/apps (e.g., Google Hangouts/Meets/Docs, Teams, etc.) for their individual and group-based activities. As such, students will need access to: (a) laptop/desktop/mobile device with reliable connection to the internet plus audio/visual accessories or in-built webcam, microphone, speakers, etc.; and (b) word-processing, statistical and presentation software packages (e.g., Microsoft Suite), web-browsers, etc. to effectively enable them to:

- (a) participate in synchronous (real-time) sessions (e.g., online lecture sessions and consultation with the instructor);
- (b) access, upload & download course material posted on cuLearn;
- (c) answer quizzes on culearn;
- (d) watch and listen to pre-recorded videos/podcasts;
- (e) take cuLearn hosted online tests and exams;
- (f) utilize other cuLearn functionalities;
- (g) receive and send emails to the instructor and fellow classmates;
- (h) conduct individual and group research;
- (i) compose, prepare and post reports (for individual and group-based assignments); and,
- (j) prepare and make online presentations.

N.B: The downloadable MS Office software suite is available to students at no charge while they have student status at Carleton. Check this link. <https://carleton.ca/its/ms-offer-students/>

## **UNIVERSITY CALENDAR COURSE DESCRIPTION**

Theories linking environmental factors and business strategy as a basis for study of some major factors and institutions shaping international business strategy. International trade patterns, regionalization, shifts in international finance, research and development and transnational data flows.

## **PREREQUISITE**

Third-year standing, and **BUSI 2101** or **BUSI 2702** with a grade of C or higher; and **ECON 1001** and **ECON 1002** (or **ECON 1000**) with a grade of C- or higher in each.

## **COURSE OBJECTIVES**

International business does not occur in a vacuum. It happens and, is indeed, constituted and embedded in specific contexts: spatial and temporal; material and non-material; social and natural; internal and external to the key actors; and, at various levels including national and international, domestic and foreign. This course will primarily focus on understanding these environmental aspects of international trade and investment and their managerial implications. With the aid of practical examples and key theories linking environmental factors with business organizational strategies, structures, processes, identities, and performance, course participants will critically examine the main elements of the environment of international business (including its characteristics/dimensions, dynamics, and interrelationships with key actors) and its main effects on and implications for international business strategy as well as its influence on international trade patterns, regionalization, shifts in international finance, research and development and transnational data flows.

The study of the environment of international business is of particular interest at this time of the global COVID-19 Pandemic which is being compounded/exacerbated by the ongoing geopolitical events and tensions around the world whereby we have witnessed how human health concerns/issues as well as social, economic, technological, ecological and political factors have had profound consequences and implications for international trade and investments, including among other things, the disruption of global supply chains, pressures on prices and supply of commodities and consumer goods as well as serious impacts on multinational firms. This course will, thus, endeavour to examine and discuss these factors and outcomes and how they are instrumental in shaping the emerging environment of international business.

Indeed, the overarching aim of this course is to provide the student with a broad and deep understanding of the dynamic and evolving environment of international business and the opportunities and challenges it presents to firms operating in an international context in which the phenomena of globalization and regionalism (and their associated impacts upon business) are being re-examined and re-shaped, contended with, understood and managed within the current context of the global COVID-19 Pandemic.

Specifically, the course aims to provide the student with relevant theoretical insights and practical skills (i.e., a basic “toolkit” of necessary theories, conceptual approaches, analytical/practical techniques, empirical evidence, etc.) through a series of lectures, individual case study assignment, and participation in a collaborative group project that will enable the student to identify, analyze and critically assess the environment of international business -- all

aimed at equipping the student to better understand the dynamic and complex nature of the milieu in which international business occurs as well as discern its patterns, resourcefulness and dynamics, and its relationship with business firms. Moreover, it is hoped that the theoretical, individual-and group-based research and practical skills/knowledge acquired in this course will help to prepare the student for more advanced study and/or for a career in international business.

## **LEARNING OUTCOMES**

Upon successful completion of the course, students should be able to:

- (a) Analyze, understand and discuss the various interacting facets of the environment of international business (i.e., firm, industry/market, social, economic, cultural, political, technological contexts, etc.) and their influences on international business.
- (b) Appreciate and understand the role(s) of the various actors (governments, multilateral institutions, NGOs/CSOs, etc.) in shaping the strategies, structures, practices, and performance of a variety of business firms.
- (c) Discern and evaluate the role/significance of regional blocs on international business.
- (d) Apply the knowledge and understanding of the international business environment to current topical issues/cases; which, in turn, may help in the formulation of better-informed business policy decisions at the student's (prospective) workplace.
- (e) Examine and assess the rapidly evolving and emerging global business environment that is being transformed/re-shaped by the forces unleashed by the current global COVID-19 Pandemic and geopolitical tensions and trade wars.
- (f) Understand how theories, concepts and principles learned in this and in other courses can be usefully applied as a framework for analyzing the international business environment and its relationship with business firms.
- (g) Effectively apply the various techniques employed in the analysis of international business environment.
- (h) Design and conduct – individual and team-based -- international business research that is buttressed by well-grounded theoretical, empirical and practical insights; as well as demonstrate an adeptness at accessing, utilizing and deploying electronic (and non-digital) sources of information/data for international business research including the preparation and presentation of research reports in virtual environments.
- (i) Communicate effectively – orally and in written form; including the writing of professional correspondence and project reports, online oral presentation of research assignments/results as well as fruitful and harmonious interaction in the context of diverse cultures as facilitated by both virtual and non-virtual based platforms.
- (j) Work harmoniously with their peers from diverse backgrounds.
- (k) Demonstrate a clear understanding and acquisition of effective individual and teamwork (leadership) skills necessary in today's and in the emerging post-COVID-19 Pandemic academic and work/career environments.

## **COURSE STRUCTURE AND DELIVERY**

This course will be delivered online in both synchronous and asynchronous modalities. The synchronous meetings will primarily entail online lecture sessions conducted via online platforms including BigBlueButton and Zoom. These meetings will take place on scheduled days/dates in 1.5-hour sessions per week as detailed below. It is important to note that there will be no lecture class during **(Session 5, October 22<sup>nd</sup>, 2020)**; instead, a midterm test will be taken online synchronously on that day. For other synchronous activities (e.g., office hours, group project consultations with the instructor, midterm test and final exam etc.) please see below.

The asynchronous activities will include critical reviews of assigned videos/podcasts, textbook chapters, lecture notes and journal articles as well as the completion of individual case study assignments, quizzes, and tests.

In short, this course will be structured around six (6) broad activities:

### **(a) Class Engagement**

Students are expected to be actively and productively engaged in all activities of this course (including lectures, assignments, discussions, quizzes, tests, and exam). As such, each participant will be expected to have read all the required readings and be prepared to discuss the assigned readings and issues raised in the readings and class discussion. The use of discussion forums on cuLearn will be emphasized.

Communication with and among students will primarily be conducted via Carleton University's email accounts. It is therefore critical that students check their emails regularly so as not to miss oftentimes time-sensitive messages.

And, most importantly, class participation is predicated on the premise that class attendance (taken and recorded via cuLearn) for the whole duration of each synchronous meeting is mandatory for each and every student throughout the semester. Thus, 5% (out of the allocated 10%) of the course marks will be assigned to class attendance.

### **(b) Critical Watching, Listening of Videos, Podcasts and Readings & Accompanying Quizzes**

Students will critically watch/listen videos and podcasts as well as critically read and examine readings (including textbook chapters, lecture slides, journal articles, etc.) as assigned for each asynchronous period. Details of the videos and podcasts will be listed and posted on cuLearn separately from this course outline. Additionally, to encourage

students to engage with the assigned material, each course participant will: (i) take a total of **four (4) scheduled quizzes** of their choice (out of 10 scheduled quizzes) and, (ii) write and post on cuLearn a **Reflection Piece** (like a Blog of about 150-200 words) on any topic/material covered during the semester, i.e., a topic/issue that will be based on any of the assigned videos, podcasts and readings.

**(c) Individual Case Study Analysis**

Each student will conduct a case study analysis and hand in a written report on **one** chapter-based case study from the textbook on a chosen/assigned date. A random assignment/allotment of case studies will take place on Sessions 1 and 2 of the Semester. Assignment selections will close on Week/Session 3 of the semester. Individual written reports (in soft copy versions) will be due during the respective session a student is assigned. Guidelines on case analysis and a schedule of individual case allotments will be posted on cuLearn.

**(d) Mid-term Test (Online via cuLearn)**

Students will be required to sit a synchronous online mid-term test on the scheduled date **(Session 5: October 22<sup>nd</sup>, 2020)**. The test package will be delivered, and responses uploaded on cuLearn on the specified date.

**(e) Final Exam**

Students will be required to sit a synchronous online written formal final examination as scheduled and subsequently administered by the University Exam Office. The Exam package will be delivered, and responses uploaded on cuLearn on the specified date scheduled by the University.

**(f) Term Group Project: Comparative Country Analysis**

Course participants will be required to take part in a group-based project. Groups will be formed during the first and second sessions of the semester. This assignment, to be undertaken in four phases/stages, will entail an in-depth analysis of two prospective countries that a Canadian (or North American) company is contemplating to enter, expand/grow its operations or to exit.

Each group will prepare a written report for each phase of the project. Moreover, each group will also participate in an online oral presentation of their term project on a

scheduled date. Digital copies of group reports (for each phase) are to be uploaded/submitted on cuLearn on the assigned/specified due dates.

A **Library Workshop Session** (Conducted by Mr. Matthew Gertler- the Carleton University Business and Government Information Librarian) will be held on **September 24<sup>th</sup>, 2020**.

The instructor will be available for online (Zoom) consultation with individual project teams on as needed basis. Each session will be one hour long (Every Tuesdays & Wednesdays @ 5:00-6:00pm). Group appointment bookings will be on a first come first serve basis.

The detailed requirements of this project – specified in a set of guidelines and marking rubrics -- are provided separately on cuLearn.

## **TEXTBOOK AND OTHER RESOURCES**

The following textbook (e-book) is required for this course: **Hamilton, L. and P. Webster (2018) *The International Business Environment*, 4<sup>th</sup>, Ed., Oxford, Oxford University Press** (hereafter referred to as Hamilton & Webster).

In addition to the textbook, key/required readings are assigned from other sources (e.g., periodicals, etc.) as well as pre-recorded videos and podcasts as deemed appropriate (see detailed schedule on the long version of the course outline posted on cuLearn for full titles). **Required course readings (i.e., textbooks and periodicals, etc.) will also be accessible via Ares (library reserve facility).** Moreover, throughout the semester/course students will be encouraged to read the current business press with a keen eye on thought provoking topics pertaining to the international business environment. Supplementary readings will be posted separately on cuLearn. A list of pre-recorded videos and podcasts will be provided on cuLearn.

## ASSESSMENT

<b>(1) Class Engagement (5% Attendance)</b>	10 %
<b>(2) One Critical Review (Reflection Piece) &amp; 4 Quizzes</b>	5%
<b>(3) Individual Case Study Assignment</b>	10 %
<b>(4) Mid-term Test</b> (online-synchronous)	10 %
<b>(5) Final Examination</b> (online-synchronous)	25 %
<b>(6) Term Group Project: Comparative Country Analysis</b>	
(i) Phase 1: Countries & Company Selection	5%
(ii) Phase 2: Data Collection and Preliminary Analysis	10%
(iii) Phase 3: Group Online Oral Presentation	10%
(iv) Phase 4: Final Report	15%
<b>Total</b>	<b>100%</b>

### NOTE:

- (1) Satisfactory in-term performance:
  - (a) Unless otherwise stated below in item (b), the requirement for Satisfactory Performance is set at 50% of all, not each, pre-final work (i.e., assignments, participation marks, tests, etc.).
  - (b) Students must participate and receive a mark (above zero) in each of the above six evaluation components in order to receive a passing grade.
  
- (2) If you must miss the mid-term test due to [verifiable illness](#) ([or, in rare cases, some other circumstances beyond your control](#)) you have the option of sitting a new online midterm test at a date mutually agreed between you and the instructor or alternatively, you may apply to shift the weight of the mid-term to the final exam. In either case you must submit a medical certificate or other verifiable documentation to me—the instructor—no later than five (5) calendar days after the midterm date.



**BUSI 3704 A – Fall 2020 (Online Version) – Lecture Schedule, Course Topics, Mid-Term Test, Case Study and Project Due Dates**

Session	Date	Time	Topic	Key Readings/Project Due Dates
1	Thursday September 10, 2020.	8:35 -10:00 am (Synchronous)	<ul style="list-style-type: none"> <li>• <b>Introduction and Course Overview</b></li> <li>• <b>The Environment of International Business: What is It? How can it be assessed?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Individual case selection</li> <li>• Project Groups formation &amp; Project/Topic selection;</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	<ul style="list-style-type: none"> <li>• Hamilton &amp; Webster, Chapters 3, 4 &amp; 6</li> <li>• Mohamed (2015)</li> <li>• Gash, Ariyachandra &amp; Frolick (2011)</li> <li>• Porter (2008); Vasi &amp; King (2012)</li> <li>• Videos/Podcasts</li> <li>• Instructor Lecture Notes/Guidelines</li> </ul>
2	Thursday September 17, 2020.	8:35 -10:00 am (Synchronous)	<ul style="list-style-type: none"> <li>• <b>Globalization and the Shaping of the International Business Environment</b></li> <li>• <b>The Regional Dimension of the Global Political Economy</b></li> </ul>	<ul style="list-style-type: none"> <li>• Individual case selection</li> <li>• Project Groups formation &amp; Project/Topic selection;</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	<ul style="list-style-type: none"> <li>• Hamilton &amp; Webster, Chapter 1</li> <li>• James (1990); Møller (1999)</li> <li>• Baldwin (1997); Levy (2006); Panagariya (1999); Väyrynen (2003)</li> <li>• Videos/Podcasts</li> <li>• Instructor Lecture Notes/Guidelines</li> </ul>
3	Thursday September 24, 2020.	8:35 -10:00 am (Synchronous)	<b>Library Workshop Session</b>	<ul style="list-style-type: none"> <li>• Mr Matthew Gertler (Business and Government Information Librarian)</li> </ul>

		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	<ul style="list-style-type: none"> <li>• Videos/Podcasts</li> <li>• Instructor Lecture Notes/Guidelines</li> </ul>
4	Thursday October 1, 2020.	8:35 -10:00 am (Synchronous)	<b>The Global Economy in the Context of a Variety of National Economic Systems</b>	<ul style="list-style-type: none"> <li>• Hamilton &amp; Webster, Chapter 2</li> <li>• Kapelyushnikov, Kuznetsov &amp; Kuznetsova, (2011)</li> <li>• Videos/Podcasts</li> <li>• Instructor Lecture Notes/Guidelines</li> <li>• <b>Term Project: Phase #1 due</b></li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	
5	Thursday October 8, 2020	8:35 -10:00 am (Synchronous)	<b>Diverse and Dynamic Social and Cultural Environments</b>	<ul style="list-style-type: none"> <li>• Hamilton &amp; Webster, Chapter 7;</li> <li>• Beugelsdijk, Kostova, &amp; Roth (2017); Pannilage (2016); Raikhana, Moldakhmet, Ryskeldy, &amp; Alua (2014); Rohlfer, &amp; Zhang (2016).</li> <li>• Videos/Podcasts</li> <li>• Instructor Lecture Notes/Guidelines</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	
6	Thursday October 15, 2020.	8:35 -10:00 am (Synchronous)	<b>The Technological Environment &amp; Innovation</b>	<ul style="list-style-type: none"> <li>• Hamilton &amp; Webster, Chapter 8</li> <li>• de la Torre &amp; Moxon (2001)</li> <li>• Videos/Podcasts</li> <li>• Instructor Lecture Notes/Guidelines</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	
7	Thursday	8:35 -10:00 am (Synchronous)	<b>Mid-term Test</b>	<ul style="list-style-type: none"> <li>• <b>For the scope of readings for the Mid-term Test see notes posted on cuLearn.</b></li> </ul>

	October 22, 2020.	Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	<ul style="list-style-type: none"> <li>• Videos/Podcasts</li> <li>• Instructor Lecture Notes/Guidelines</li> </ul>
<b>October 25-31, 2020</b>	<b>Fall Break – Classes Suspended</b>			
8	Thursday November 5, 2020.	8:35 -10:00 am (Synchronous)	<b>Diverse and Changing Political and Legal Environments</b>	<ul style="list-style-type: none"> <li>• <b>Term Project: Phase #2 due</b></li> <li>• Hamilton &amp; Webster Chapters 9 &amp; 10</li> <li>• Guidolin &amp; La Ferrara (2010)</li> <li>• Jain &amp; Grosse (2009)</li> <li>• Videos/Podcasts</li> <li>• Instructor Lecture Notes/Guidelines</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc..	
9.	Thursday November 12, 2020.	8:35 -10:00 am (Synchronous)	<b>International Financial Markets &amp; Systems</b>	<ul style="list-style-type: none"> <li>• Hamilton &amp; Webster, Chapter 11</li> <li>• Kose et al. (2007)</li> <li>• Videos/Podcasts</li> <li>• Instructor Lecture Notes/Guidelines</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	
10	Thursday November 19, 2020	8:35 -10:00 am (Synchronous)	<b>The Natural Environment &amp; Corporate Social Responsibility</b>	<ul style="list-style-type: none"> <li>• Hamilton &amp; Webster, Chapters 6, &amp; 12</li> <li>• Du &amp; Vieira Jr. (2012); Kelly (2008); Kolstad &amp; Wiig (2009); Lee (2008); Negulescu, O. (2015)</li> </ul>

		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	<ul style="list-style-type: none"> <li>Videos/Podcasts</li> <li>Instructor Lecture Notes/Guidelines</li> <li><b>Term Project: Phase 3</b> (soft copy) for presenting groups due in class.</li> </ul>
11	Thursday November 26, 2020.	8:35 -10:00 am (Synchronous)	<b>Group Presentations (Phase 3) for assigned teams</b>	<ul style="list-style-type: none"> <li>Videos/Podcasts</li> <li>Instructor Lecture Notes/Guidelines</li> <li><b>Term Project: Phase 3</b> (soft copy) for presenting groups are due in class before presentations begin.</li> <li><b>Final reports (Phase 4) for groups presenting this session are due a week thereafter.</b></li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	
12.	Thursday December 3, 2020.	8:35 -10:00 am (Synchronous)	<b>Group Presentations (Phase 3) for assigned teams</b>	<ul style="list-style-type: none"> <li>Videos/Podcasts</li> <li>Instructor Lecture Notes/Guidelines</li> <li><b>Term Project: Phase 3</b> (soft copy) for presenting groups are due in class before presentations begin.</li> <li><b>Final reports (Phase 4) for groups presenting this session are due a week thereafter.</b></li> <li><b>Final reports (Phase 4) for groups that presented in the previous session are due in class during this session.</b></li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	
13	Thursday December 10, 2020	8:35 -10:00 am (Synchronous)	<ul style="list-style-type: none"> <li><b>Group Presentations (Phase 3) for assigned teams</b></li> <li><b>Course Wrap Up</b></li> </ul>	<ul style="list-style-type: none"> <li>Videos/Podcasts</li> <li>Instructor Lecture Notes/Guidelines</li> <li><b>Term Project: Phase 3</b> (soft copy) for presenting groups are due in class before presentations begin.</li> </ul>
		Asynchronous Time	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles,	

		and Activities (1.5 hours)	Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc..	<ul style="list-style-type: none"> <li>• <b>Final reports (Phase 4) for groups presenting this session are due a week thereafter.</b></li> <li>• <b>Final reports (Phase 4) for groups that presented in the previous session are due in class during this session.</b></li> </ul>
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**Table 1: BUSI 3704 A (Fall 2020): Revision of Course Components**

Course component	Decision	Implications	Further Remarks
Reflection Piece (1%)	Cancelled	Mark will be reallocated to Quizzes. The 4 Quizzes will now weigh 5%.	Those students who have already written and submitted their Reflection Paper will obtain an additional 1%. I'll be more than happy to receive and mark Reflection Pieces for those who may optionally prefer to submit their work.
Online Midterm Test (10%)	Cancelled	Marks for the Midterm test will be reallocated 50/50 to Final Exam and Final Report	A sample of midterm test questions will be provided to help prepare for the final exam.
Individual Case Study (10%)	Deadlines (weekly for assigned students) and Marks Stay the same	No change	Individual accommodations will be based on a case by case basis
4 Quizzes (4%)	Number of quizzes to remain the same (i.e., 4) with open submission dates up until the last day of the course as originally planned	Marks from Reflection Piece (1%) will be reallocated to Quizzes	4 Quizzes will now be 5% total.
Project Phase 2 (10%)	Stays the same November 5 <sup>th</sup> , 2020 (11:30pm)	No change	The deadline will be enforced to ensure the TA's schedule is minimally disrupted
Phase 3	No change	Marks and dates to stay the same	Groups preferences for presentation dates are still open (Sessions 11, 12 & 13). Please consult among yourselves and let me know when your group would like to present their Phase 3.
Phase 4	Deadlines will depend on group presentations as originally planned (i.e., a week after a group presentation), <b>but marks will change</b>	Marks reallocated from Midterm Test (5%) will be added to the Final Report	Phase 4 will now be 20% (i.e., 15% plus 5% reallocated from Midterm Test)
Class participation (10%)	No change	No change	5% attendance (Zoom & CuLearn) & 5% engagement
Final Exam (25%)	No change (online exam to be scheduled by the University) <b>but marks will change due to reallocation of partial marks from the Midterm test</b>	Final Exam Marks will now be 30% (25% originally planned plus 5 % reallocated from Midterm test)	Preparations for the exam have to start asap.

## ADDITIONAL INFORMATION

### Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)





### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

### **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in\* any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed!

<http://sprott.carleton.ca/students/undergraduate/learning-support/>

\* Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province.

### **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

### **Important Information:**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>