

**COMMERCE 4SA3  
INTERNATIONAL BUSINESS  
FALL 2024 COURSE OUTLINE**

Strategic Management Area  
DeGroot School of Business  
McMaster University

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**INSTRUCTOR AND CLASS INFORMATION**

**Instructor: Timothy Fung**

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**Section: Wed 8:30, Thurs 8:30, Thurs 11:30, Fri 8:30**

**Office Hours: Virtual as requested**

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**COURSE ELEMENTS**

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	No	Final Exam:	Yes	Guest speaker(s):	No

**COURSE INFORMATION**

Lectures: 3 hours per week  
Tutorials: N/A

Course Delivery Mode: In-person  
Meeting details: See pages 15-16 of this course outline.

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## **COURSE DESCRIPTION**

This course provides an in-depth exploration of the expansive field of international business. The rapid evolution of the global economy poses both challenges and opportunities for multinational enterprises (MNEs), regardless of size, operating on an international scale. The primary objective of this course is, thus, twofold: first, to introduce students to the fundamentals of international business, providing insights into the economic, political, and societal dimensions of the global business environment and their impact on firms, regions, and nations. Second, the course aims to equip future international managers with analytical skills essential for comprehending international business dynamics and navigating this complex landscape effectively. Designed as a foundational course, it prepares students for further studies in international business and related disciplines.

In more detail, approximately a third of the course will cover topics such as trade, investment theory, and the global business environment, while the remainder will focus on strategic management and the adaptation of managerial practices to international contexts.

## **COURSE OBJECTIVES**

1. Evaluate classical and contemporary theories of international trade and investment to analyze patterns and policies shaping global trade and investment flows.
2. To enhance the student's ability to produce *creative, action-oriented, practical* solutions to international business problems.
3. To improve the student's ability to communicate effectively, in writing and orally, in an international business context.

This course demands considerable reading and preparation including thorough engagement with case studies before each session. Inadequate preparation will reduce the depth of learning that this course can offer. You will consistently be challenged to enhance your analytical skills in processing information effectively.

## **COURSE OUTCOMES**

Upon completion of this course, students will demonstrate proficiency in the following key tasks:

1. Understand main complexities of doing business in international markets,
2. Analyze the business environment of foreign markets to identify viable business opportunities,
3. Develop action-oriented plans to capitalize on the identified opportunities effectively and optimally.
4. Evaluate various entry strategies and coordinate between the firm and the foreign market to make informed decisions on strategy selection,

5. Communicate effectively both verbally, through presentation, and in writing.

## REQUIRED COURSE MATERIALS AND READINGS

**Main Textbook:** Charles W. L. Hill. (2023). *International Business: Competing in the Global Marketplace*. McGraw-Hill.

Note 1: Students are expected to obtain a copy of the textbook by the end of the first week of the semester.

Note 2: Older versions of the book can be obtained, if available. However, the case studies used in class will be from the 2023 edition.

**Case Studies:** Case studies for classroom discussions are required reading. They can be found on the website of Ivey Publishing. You need to register and log in before purchasing the course pack. Contact [cases@ivey.ca](mailto:cases@ivey.ca) or [your instructor](#) for any questions.

**Other Recommended Readings:** Additional required readings from The Economist and Harvard Business Review (HBR) will be posted on *Avenue*. Please note that some online resources are only accessible for free within McMaster University's network as they utilize library resources. If you are off campus, you will need to use the Cisco AnyConnect VPN connection for access. Additionally, students are encouraged to stay updated on international business events by following the Financial Times and The Economist.

## COURSE DELIVERY

This course draws on an e-learning platform at McMaster called "Avenue to learn". You can access it through this link: <http://avenue.mcmaster.ca>. Your user ID is the same as your student e-mail ID.

On this website you will find:

- Outline slides in PowerPoint
- Links to useful international business and other course-related websites
- Additional information about different components of course evaluation
- Course related documents such as this syllabus, any amendments to the schedule
- Articles of interest

The Avenue is an important communication platform for this course. You should develop the habit of checking the course folder daily. It is your responsibility to ensure that your email address and account settings on the Avenue platform are accurate to receive messages.

## COURSE EXPECTATIONS

Students are expected to complete all required readings before each session begins. The readings include *textbook chapters, scientific papers, case studies, and news articles*.

During this course, you can expect to spend at least 1 hour of preparation time for every hour of lecture time to be able to cover the required reading materials. In addition to this personal preparation time, individual and group assignments require significant amount of additional time.

These tasks involve library research and online research, writing and editing, group discussions, brainstorming sessions, *effective* collaboration, and individual and team practice.

### **COURSE EVALUATION**

To fairly evaluate your learning experience from this course, we consider a broad range of metrics of your participation and performance. This includes both individual- and group-based exercises as well as projects. Detailed rubrics for evaluating each exercise or project is provided on *Avenue* – please make sure to check it whenever you work on your projects. Your final grade will be calculated as follows:

**Table 1: Evaluation Breakdown**

Grade Component	Weight	Description	Deadline
<b>Individual Component (50%)</b>			
<b>Class Participation</b>	15%	Attendance and engagement in class discussions	
<b>Quiz</b>	10%	This is a 30 to 45-minute closed-book quiz which will be administered online in-person in-class.	TBD
<b>In-Person Final Exam</b>	25%	In-person written final exam (exam date announced on Mosaic)	During official exam period
<b>Teamwork Component (50%)</b>			
<b>Term Project Part A: Project Scope and Company Introduction</b>	10%	Written Assignment Group mark (Part of the IB Term Project)	Upload document on Avenue before the deadline.
<b>Term Project Part B: Market Selection Presentation</b>	10%	Presentation Group mark (Part of the IB Term Project)	Upload document on Avenue before the deadline.
<b>Term Project Part C: Country Presentation</b>	15%	Presentation Group mark (Part of the IB Term Project)	Upload document on Avenue before the deadline.
<b>Term Project Part D: Final Presentation</b>	15%	Presentation Group mark (Part of the IB Term Project)	Upload document on Avenue before the deadline.

Important Notes:

- **Deadlines will varied by class and instructor.**
- Missed assignments will receive a grade of zero unless the student has submitted a written justification, and it has been approved as a Notification of Absence or MSAF. MSAF can only applied to the Engagement component.
- Late assignments will be penalized at 25% for each day they are late.
- MSAF can be used for Engagement. The average mark for the year will be used for the missed class.
- Students who do not submit the assignment by the deadline, and have received approval from the instructor, will be granted a 3-day extension, unless otherwise approved by the Student Experience Office based on submitted supporting documentation.
- Grade Conversion Link:  
[https://academiccalendars.romcmaster.ca/content.php?catoid=42&navoid=8734#2.6.1\\_Averaging\\_of\\_Letter\\_Grades](https://academiccalendars.romcmaster.ca/content.php?catoid=42&navoid=8734#2.6.1_Averaging_of_Letter_Grades)

## CLASS PARTICIPATION (15%)

The purpose of participation is to develop your communication skills that are vital for success in business settings. Participation will be evaluated based on the quality of your spoken comments in class. Your overall performance will be based on the average value of your performance across all classes, which will be converted to a score of 15.

Class participation is not necessarily intended to assess if you have provided the “correct” answer. The emphasis is rather on your engagement – including your preparation for the class, attitude during group interactions, and your willingness to openly and clearly express your views with your fellow students and instructor. For good participation performance, you need to focus both on the quality and quantity of your contributions. Here are a few issues that you can use to raise the quality of your input:

- *Relevance*: Does the comment bear on the subject at hand?
- *Analysis*: Is the reasoning employed consistent and logical?
- *Responsiveness*: Does the comment respond to what someone else has said?
- *Significance*: Does the contribution further our understanding of the issue at hand?
- *Evidence*: Is the analysis backed by quantitative/qualitative data from reliable sources?
- *Clarity*: Is the comment succinct and understandable?

### Important Notes:

- 1) In certain sections, instructors will utilize *Top Hat* and incorporate grades from this tool into the participation assessment.
- 2) Exceptional performance and contribution from selected students could achieve a higher-than-average grade for that class.

If you are not able to attend the live session for a valid reason, please inform your instructor and teaching assistant in advance.

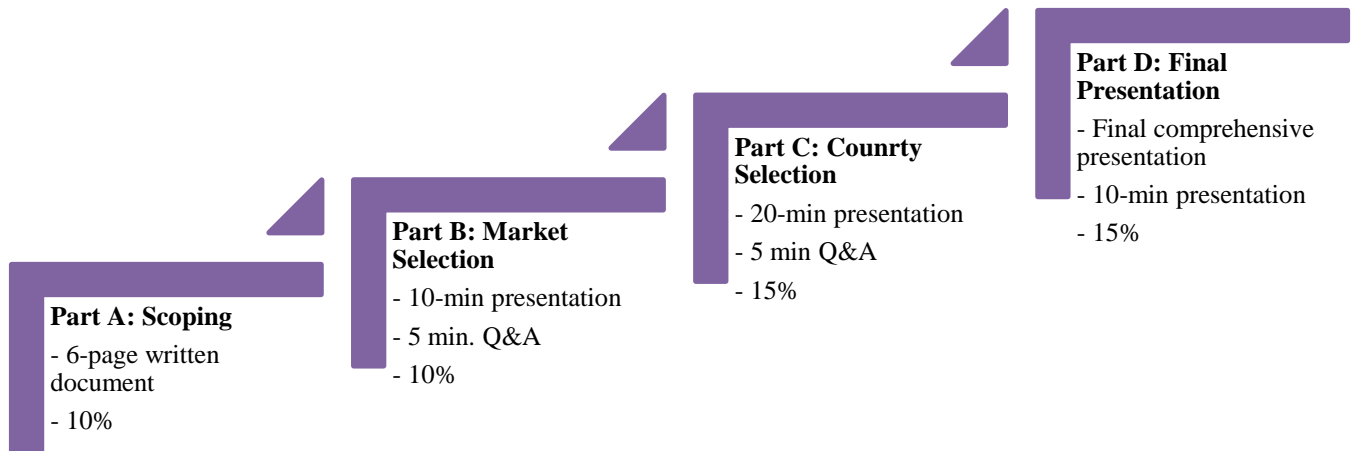
## QUIZ (10%)

There will be one graded quiz, administered through *Avenue*. The quiz format includes a mix of multiple-choice questions, short answers, and True/False statements. It will be conducted in person during class and will last approximately 30-45 minutes.

## GROUP PROJECT DESCRIPTION (50%)

The purpose of group work is to prepare you as a productive, collaborative team players as you enter the workplace. This project has four (4) main parts (see Figure 1).

**Figure 1. Group Project Parts**



*Note: Some instructors might combine two of the four components of the group project.*

### **Term Project Part A: Project Scope and Company Introduction (10%)**

In Part A, students need to define their project scope. This involves selecting an industry of interest and identifying a company within that sector that they believe has potential for international or global expansion. The chosen company might already be operating internationally but facing significant challenges; in such cases, students should analyze the company's internationalization strategy and propose corrective measures. Additionally, students are required to establish both short-term and long-term objectives for their project. It is crucial that these objectives are chosen thoughtfully and supported by well-reasoned justifications.

#### Requirements' Checklist:

- Cover Page: include your group's name (e.g., MCM Consulting), all members' names, sections, and student numbers, date, instructor's name
- Length: Maximum 6 pages, all inclusive
- Industry Background and Analysis (1 page)
- Company Background and Status-Quo Analysis, including internal analysis, SWOT, competitor analysis, etc. as you see appropriate (2 pages)
- The project scope (2 pages):
  - Opportunity Statement
  - Project Objectives
  - Justifications – why is the opportunity interesting and/or beneficial to the company?
  - Research Scope: What kind of research/questions you need to conduct/ask?
- Brief concluding remarks
- References must be arranged as per APA 7<sup>th</sup> edition and included in the last page.

### **Term Project Part B: Market Selection (10%)**

In Part B, students are required to select and justify three countries for their proposed company to consider entering. The presentation ends with a recommended target market (country), which will be the focus of an in-depth country presentation in Part C of the term project.

Requirements' Checklist:

- A PowerPoint presentation accompanied by a live group presentation.
- Presentation duration: 10 minutes, followed by a 5-minute Q&A session.
- Content must include the following:
  - The opportunity statement
  - Strategic criteria used to shortlist the top 3 markets, based on company analysis and identified opportunities.
  - Clear articulation of the rationale behind the selected shortlisted countries. (Multiple methods are acceptable; suggested approach provided.)
    - CAGE Analysis
    - Justify choices based on identified needs.
    - PEST Analysis
- Ensure logical consistency and alignment with project objectives and scope (Project A).
- Complete the Group Performance Reflection Template (see Appendix).
- References must be arranged as per APA 7<sup>th</sup> edition and included in the last page.

**Term Project Part C: Country Presentation (15%)**

In Part C, students are required to choose one country to focus on. Country analysis involves examining various dimensions, such as physical environmental characteristics, population demographics, cultural nuances, political and legal frameworks, economic factors including currency, trade dynamics, and the business landscape (See Table 2). The duration for this presentation is 20 minutes followed by 5 minutes of Q&A.

**Table 2: A Sample of Themes for Country Presentations**

Focus of presentation	The type of material to be presented
Physical Environment forces	Location Topography Climate infrastructure
Population Demographics	Age, family size, income House etc Employment statistics Skill level of labour force
Culture	Religion Language Business costumes Body language Gender equality and treatment of Women
Political Issues	Type of Government Incidence of terrorism, corruption, human rights
Legal Issues	Basis of law Contract law
Economy	GDP and GDP per capita Income distribution (gini index) Relevant fiscal policies
Currency	Value in relation to USD or other global currencies Trends
Trade	Trade policies: tariff and non-tariff barriers



	Government Incentives or restrictions towards FDI Balance of payments Imports / exports top 5 Major trading partners
Business Landscape	MNEs present Dominant industries
Conclusion	Tie country analysis back to company Goals and objectives

*Note: Students are encouraged to integrate these issues into their company analysis and align them with the goals and objectives established in Part A.*

### **Term Project Part D: Final Presentation (15%)**

In Part D, the culmination of the project, each team assumes the role of an international business consultant to deliver a final international strategy pitch. The presentation, lasting 15 minutes with 5 minutes allocated for Q&A, will focus on delivering a concise and enhanced overview of all critical points. The aim is to provide comprehensive advice to the hypothetical business client on navigating their international expansion.

The format of your final presentation will vary based on your chosen company, international business activity, and target country. However, at a minimum, your presentation should include the following sections:

1. Recap of the opportunity statement and project objectives
2. Selected target market for market entry
3. Summary of the SWOT analysis specific to your target market
4. Evaluation and comparison of four different entry strategies:
  - Wholly owned (green field)
  - Wholly owned (brownfield)
  - Joint venture/strategic partnership
  - Export (economic and strategic analysis)
5. Highlights of the evaluation criteria
6. Recommendation of the preferred mode of entry
7. Risk assessment and mitigation strategies
8. High-level execution plan and timeline
9. Concluding remarks
10. Appendices: References and additional materials.

### **IN-PERSON FINAL EXAM (25%)**

The final exam will be conducted in person and will consist of two (2) parts. Part A will be a case-based analytical exam where students will receive a short case study and respond to several essay questions related to the case (120 minutes). Part B will include multiple-choice questions and short answers based on the readings specified by the instructor (30 minutes). The exam will have a duration of 2.5 hours (150 minutes).

## IMPORTANT GUIDELINES!

### On Group Marking Scheme:

- Students will form one or two groups for the group components. The group size could vary between four and six.
- As part of the group work requirement, team members might be required to conduct peer evaluations. Peer evaluation serves to encourage reflection on group dynamics, individual contribution efforts, and process outcomes.
- It is encouraged that all group members contribute and share their workload fairly. If the peer evaluations diverge across team members, individuals will not receive the same grade for all deliverables (Word document, PowerPoint, and overall team presentation performance).
- In the event of severe, unresolved conflicts, the instructor reserves the right to assign grades to individual members as deemed appropriate. It is in everyone's best interest to seek collaboration and proactively resolve any issues.

### On Structure of Written Deliverables:

Unless otherwise specified, all hand-in assignments are expected to meet the following business standards:

- Double-spaced,
- 1" margins all around,
- 12-point font in Times New Roman,
- Citations should follow the APA style version 7.
- See Student Paper Setup Guide here: <https://apastyle.apa.org/instructional-aids/student-paper-setup-guide.pdf>
- APA 7<sup>th</sup> Edition (2020) | The 17 Most Notable Changes: <https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>  
APA Citation Style QuickGuide: [https://guides.library.ualberta.ca/ld.php?content\\_id=35043857](https://guides.library.ualberta.ca/ld.php?content_id=35043857)

### On Analyzing Cases

Cases require careful preparation before class. The following is a list of steps to guide your case preparation.

1. Rapidly read the assigned case and other materials to gain a general understanding of the industry, the firm, and the general competitive situation and issues.
2. Carefully review the discussion questions provided for the session for clues as to what issues require special attention.
3. Carefully re-read the case, taking notes that sort information, facts, and observations under a number of relevant headings. Use the discussion questions to guide your own thinking about the issues.
4. Formulate theories or hypotheses about what is going on as you read (“the company loses money on small orders”), modifying or rejecting them as new information surfaces (“Table 2 shows that shipping costs per unit are higher for small orders, but only for long-distance shipments”).
5. Perform quantitative analyses, crunching whatever numbers are available. It is also important to provide quantitative support wherever possible, particularly when exploring

various hypotheses as to the nature and importance of certain phenomena. (If the requisite data are not available in the case, precise descriptions of what data are missing often triggers ideas for making creative use of the information that is available.) It is usually worthwhile to identify trends in the firm or industry, preferably with a quantitative measurement. Some of these trends, often very important ones, will not be flagged in the text of the case.

6. Prepare definitive conclusions before you come to class concerning the issues raised in the discussion questions.
7. Bring your detailed notes with you to class to help guide your interventions in class discussions.

### **On Analyzing Articles**

The following set of questions are provided to guide your analysis of the articles assigned in this course.

1. What is the purpose of this article? What problem or issue does it address?
2. What are the basic assumptions/assertions/values that underlie this piece? (Purpose of organization – e.g., economic efficiency vs. human satisfaction; degree to which planning is possible etc.) Are these assumptions explicit or implicit?
3. What is the basic argument/thesis? What are the major findings and conclusions?
4. What is the nature of the evidence presented in support of the argument/thesis? Are the conclusions well supported?
5. What problems or concerns are you left with?
6. How does the article relate to other articles you have read and to your own knowledge and experience? How does it contribute to your overall understanding of business strategy?

**COURSE SCHEDULE**

Session	Topic(s)	Reading(s)	Deadline / Remark(s)
<b>Module I: Fundamental Concepts, Frameworks, and Theories of International Business Studies</b>			
1	Globalization: Why Do Firms Go Abroad?	<p>Course Outline and House Keeping Matters (team formation, familiarization, etc.)</p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>Chapter 1 of the textbook</li> <li>Alcacer, J. (2014). Why do Firms Go Abroad? Strategies to Create Value Globally. HBS</li> </ul>	Review the course outline
2	International Trade Theory	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>Ch. 6 on Int. Trade Theory from the textbook</li> </ul> <p><b>Case Studies from Chapter 6</b></p> <ul style="list-style-type: none"> <li>Global Trade in Semiconductors</li> <li>Trade in Services</li> </ul>	Team formation completes on this session
3	How Should Firms Operate Globally? What Determines Their Global Strategy?	<p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>Ch.13 on the Strategy of IB from the textbook</li> </ul> <p><b>Ch. 13's Case Studies</b></p> <ul style="list-style-type: none"> <li>Emirates Global Strategy</li> <li>Geely Holdings: China's First Global Car Company</li> </ul>	
4	International Organizations	<p><b>Project A due 11:59 pm night before class</b></p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>Chapters 10 and 11 on Foreign Exchange Market and Int. Monetary System from the textbook</li> </ul> <p><b>Ch. 11's Case Studies</b></p> <ul style="list-style-type: none"> <li>Did the IMF help Egypt?</li> </ul>	
<b>Module II: Where to Go? Choosing the Destination and Minding the Differences</b>			
5	<b>Prep Week. Students are expected to work with their team to prepare for project B</b>		
6	Fundamentals of MNEs' location decisions	<p><b>Project B presentations</b></p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li><b>Institutional Context Analysis:</b> Khanna et al. (2005). Strategies That Fit Emerging Markets</li> <li><b>CAGE:</b> Ghemawat, P. (2001). Distance Still</li> </ul>	

		<p>Matters: The Hard Reality of Global Expansion. HBS.</p> <p><b>Course Pack Case Study</b></p> <ul style="list-style-type: none"> <li>• Amazon in Emerging Markets</li> </ul> <p><b>Quiz</b></p> <ul style="list-style-type: none"> <li>• The <a href="#">quiz</a> is closed book, in-person, covering sessions 1 through 4.</li> </ul>	
<b>Mid-Term Recess – Oct 14-20 Inclusive</b>			
7	Culture	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapters 2 and 4 on National Differences from the main textbook</li> </ul>	
<b>Module III: How to Internationalize? Choosing amongst the Modes of Entry</b>			
8	Economic Integration and Entry Modes	<p><b>Project C presentations begin</b></p> <p><b>Required Reading (open access)</b></p> <ul style="list-style-type: none"> <li>• Chapter 9 of textbook on regional economic integration</li> <li>• Chapter 15 of textbook on entry modes</li> </ul>	Group Presentation
9	International Market Research		Group Presentation
<b>Module IV: Managing Multinational Companies</b>			
10	Structuring the Multinational Company	<p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 14 of textbook on organizational structures</li> </ul>	Group Presentation
11	Ethics and Corporate Social Responsibility in MNEs	<p><b>Required Readings (Students' Purchase)</b></p> <ul style="list-style-type: none"> <li>• Ch.05 on Ethics, CSR, and Sustainability from the main textbook</li> <li>• Murder Most Foul case from Avenue</li> </ul>	Group Presentation
12	<b>2<sup>nd</sup> Prep week</b>		
13		<b>All Term Project's Part D: Final Capstone Presentations</b>	Last Session



## UNIVERSITY POLICIES, RULES AND REGULATIONS

### COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

### REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar [“Requests for Relief for Missed Academic Term Work”](#) and the link below: <http://ug.degroot.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

### COURSE MODIFICATION

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

### GENERATIVE AI

Students may use generative AI for editing, translating, outlining, and brainstorming purposes throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside the stated use of editing, translating, outlining and brainstorming without citation will constitute academic dishonesty. It is the student’s responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

### ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

## AUTHENTICITY/PLAGIARISM DETECTION

*Some courses may* use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work, including use of generative AI software. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## COURSES WITH AN ON-LINE ELEMENT

*Some courses may* use on-line elements (e.g. email, Avenue to Learn (A2L), web pages, TopHat, MS Teams, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

## ONLINE PROCTORING

*Some courses may* use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code").



All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

## **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **COPYRIGHT AND RECORDING**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## **EXTREME CIRCUMSTANCES**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 4SA3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

## APPENDICES

### Appendix I: Oral Presentation Evaluation Criteria

Your presentations will be evaluated based on the following criteria:

#### Creativity and originality

- Is your topic, examples, and approach interesting and original?
  - Nonexistent > Low > Medium > High
- Have you managed to incorporate some elements to show creativity?
  - Nonexistent > Low > Medium > High

#### Presentation skills

- Time management? Yes / No, how many seconds or minutes over the time limit? \_\_\_\_\_
- Speed of delivery?
  - Low > Medium > High. (Medium is good)
- Have you ensured a seamless flow passing the baton between different speakers or moving from topic to topic?
  - Nonexistent > Low > Medium > High
- Is it a balanced presentation? Has everyone spoken equally, or it is a team performance but a one-man show? Do presenters take turns?
  - Nonexistent > Low > Medium > High
- How advanced are your presentation skills? Eye contact, connection with the audience, presenting without reading from notes, body language, tone and intonation, clarity, building rapport, etc.
  - Nonexistent > Low > Medium > High

#### Knowledge and analytical capabilities

- How well you have responded to the assignment's requirements?
  - Low > Medium > High
- How comprehensive is your level of analysis?
  - Low > Medium > High
- How well the follow-up questions are responded to?
  - Low > Medium > High
- Are there any clear and insightful takeaways?
  - Low > Medium > High

#### Professionalism

- Have you demonstrated professionalism through dress code, body language, approach to audience?      Low > Medium > High

Group Total Score: .....

**Appendix II: Written Assignment Assessment Rubric**

Criteria	Poor	Fair	Good	Excellent
<b>Required Elements</b>	Several required elements are missing from the project	Missing one or more of the required elements as stated in the directions/instructions	Includes all of the required elements as stated in the directions/instructions	Goes over and above all the required elements stated in the directions & instructions
<b>Analysis and Discussion</b>	The depth of analysis and evaluation of the presented material is not sufficient, and discussion contains unnecessary or trivial material	Written material is analyzed and evaluated at a reasonable level but is not used effectively to support many of the main points	Written material is analyzed and evaluated and appropriate reasons, discussion of alternatives, explanations, and examples are given for most of the main points	Written material is completely analyzed and evaluated, providing support for main points with reasons, discussion of alternatives, explanations, and examples as appropriate
<b>Creativity and Originality</b>	Shows little creativity, originality and/or effort in understanding the material	A few original touches enhance the project to show some understanding of the material	Thoughtfully and uniquely presented; clever at times in showing understanding of the material	Exceptionally clever and unique in showing deep understanding
<b>Organization</b>	The report is poorly structured; organizational flaws undermine its effectiveness and clarity	The report has a defined structure, but the organization is not optimal for supporting the presentation's content	The report is generally well-structured, with only a few flaws in overall organization	The report is well structured; its organization contributes to its purpose. The issue at hand is clearly stated, and technical content is well ordered for clarity
<b>Style/Form and Format</b>	The report does not follow the stated format at all.	The report generally follows the stated format but there are many flaws.	The report generally follows the stated format but there are still a few errors.	The report follows the stated format completely.
<b>Clarity</b>	Many imprecise terms, inapprop. tone, confusing sentence structure. Quotations contradict, confuse your own point, with little or no framing.	May have some imprecise or inapprop. vocab. & tone, confusing sentence structure, a few poorly chosen quotations, or lacking framing, explanation.	Mostly precise & approp. vocab, mostly clear & engaging prose. Mostly effective choice of quotations, mostly effective framing & explained.	Precise, appropriate vocabulary & tone; lucid, engaging prose. Well chosen quotations, effectively framed by your words, explained as needed.
<b>Grammar</b>	Many grammatical or mechanical mistakes throughout the project. Clearly not proofread.	Several grammatical/mechanical mistakes which are distracting	A few grammatical/mechanical mistakes which are not distracting	No grammatical or mechanical mistakes in the project
<b>Professor's Comments</b>				
<b>Group Score</b>				

**Appendix III: Group Project’s Peer Evaluation**

<b>Date (MM/DD/YYYY)</b>	September 29, 2024
<b>Group Name</b>	MAC Consulting Co.
<b>Section Number</b>	C04
<b>Company Name</b>	Target (Origin of the Company is the US)
<b>Country Name</b>	Canada (Target Company)

<b>Name of Group Member</b>	<b>Percentage contribution to total project</b>	<b>Signature</b>
1. Student A	25% (as expected)	
2. Student B	25% (as expected)	
3. Student C	40% (more than expected)	
4. Student D	10% (less than expected)	
5.		
6.		

Comments:

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