

# Commerce 4SA3 International Business Winter 2025 Course Outline

Strategic Management Area  
DeGroot School of Business  
McMaster University

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## INSTRUCTOR AND CLASS INFORMATION

**Instructor:** Jukyeong (Judy) Han

**Email:** han91@mcmaster.ca

**Section:**

- C04: Tuesday 2:30pm – 5:20pm
- C05: Friday 8:30am – 11:20am
- C06: Wednesday 8:30am – 11:20am

**Office Hours:** By Appointment

**Teaching Assistants:**

- C04 & C06: Ayush Suri (suria@mcmaster.ca)
- C05: Ana Kovljenic (kovljena@mcmaster.ca)

*\* To meet with your TA, please make an appointment by emailing them.*

## 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 10-12 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 firms (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 delve into 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 verbally, 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.

**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 MUSS 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 Work (50%)</b>			
<b>Class Participation</b>	15%	Attendance and engagement in class discussions	Each session including presentation sessions
<b>Quiz</b>	10%	This is a 30-to-45-minute closed-book quiz which will be administered online in-person in-class.	On session 7
<b>Individual Final Exam</b>	25%	In-person written final exam (exam date announced on Mosaic)	During Exam Official Period (Apr 10-26)
<b>Teamwork (50%)</b>			
<b>Term Project's Part A: Project Scope and Company Introduction</b>	10%	Written Assignment Group Project	Upload <i>MS Word Document</i> on Avenue by 23:59:00 on the class before session 4
<b>Term Project's Part B: Market Selection Presentation</b>	10%	Presentation	Upload the <i>PPT Slide Deck</i> by 23:59:00 the night before your presentation
<b>Term Project's Part C: Country Presentation</b>	15%	Presentation	Upload the <i>PPT Slide Deck</i> by 23:59:00 the night before your presentation
<b>Term Project's Part D: Final Presentation</b>	15%	Presentation	Upload the <i>PPT Slide Deck</i> by 23:59:00 the night before your presentation

Important Notes:

- 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 be 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?catid=42&navoid=8734#2.6.1\\_Averaging\\_of\\_Letter\\_Grades](https://academiccalendars.romcmaster.ca/content.php?catid=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 have the flexibility to utilize *Top Hat* responses and incorporate this tool into the participation assessment process.
- 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).

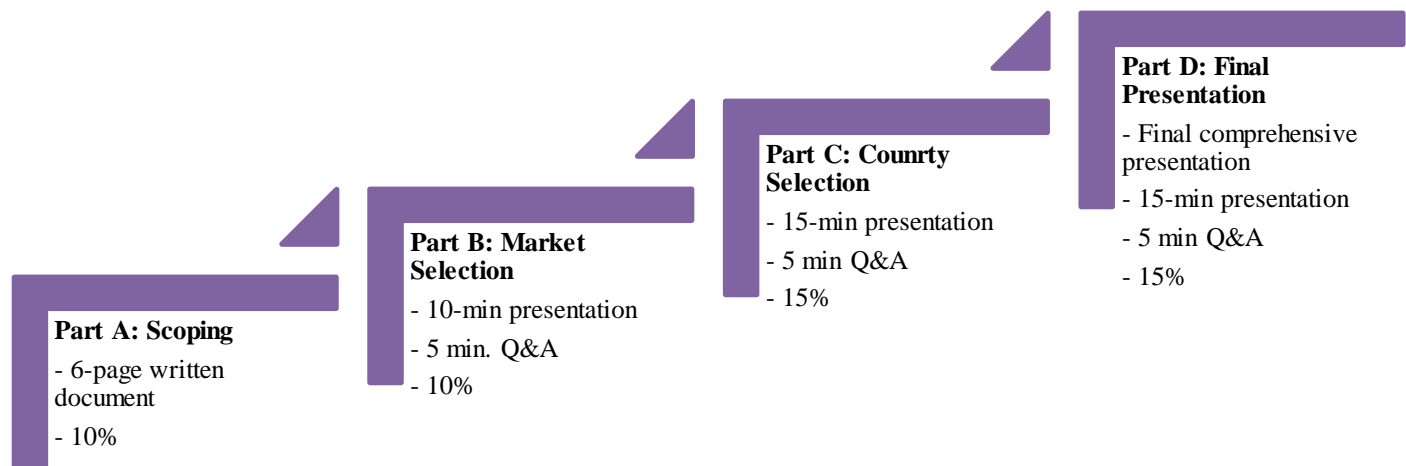
### Term Project’s Part A: Project Scope and Company Introduction (10%)

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.

**Figure 1. Group Project Parts**



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

In Part B, students are required to select and justify three suitable 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's 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 15 minutes followed by 5 minutes of Q&A.

**Table 2: A Sample of Country Factors**

Factors	Elements
Physical Environment/Forces	Location, Topography, Climate, Infrastructure, etc.
Population Demographics	Age, Family Structure, Education Level, Household Income, Un/Employment Statistics, Labor Force Skill Level, etc.
Culture	Norms, Language, Religion, Gender Equality and Ethnicities, Women and Society, Social Classes, etc.
Political Issues	Government Types, Safety and Security Issues, Corruption Index,
Legal Issues	Legal System, Business Law, Human and Labor Rights, Contract Laws, etc.
Economy	GDP, Income Distribution, Purchase Power, Relevant Fiscal Policies
Currency	Country Currency – USD valuation, Currency-related Trends and Related Policies
Trade	Trade Policies and Regulations (tariff and non-tariff barriers), Gov. Incentives and restrictions towards FDI, Balance of Payments, Imports/Exports Quotas, Major Trading Partners, Economic Zones and Unions
Business Landscape	Types of Businesses (small, medium, large, multinationals), Dominant Industries, etc.

### Best Practices:

- **Company-Objective Alignment:** Students are encouraged to integrate the relevant issues into their company analysis and align them with the goals/objectives established in Part A.
- **Submission Formats:** Submit your slide decks in both PPT and PDF formats to ensure compatibility with classroom computers.
- **Reliance on notes:** Reading directly from portable electronic devices or relying heavily on written text is unacceptable. However, you may use a single cue card for key points as a backup in case you lose your train of thought.

### Term Project's 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 different entry strategies:
  - Wholly owned (green field)
  - Wholly owned (acquisition)
  - Joint venture/strategic partnership
  - Export (economic and strategic analysis)
  - Franchising/Licensing
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 form of back-up slides.

#### Best Practices:

- **Submission Formats:** Submit your slide decks in both PPT and PDF formats to ensure compatibility with classroom computers.
- **Reliance on notes:** Reading directly from portable electronic devices or relying heavily on written text is unacceptable. However, you may use a single cue card for key points as a backup in case you lose your train of thought.

### INDIVIDUAL FINAL EXAM/ASSIGNMENT (25%)

The final exam will be conducted in person and will consist of three (3) parts. Part A will be a mini case-based analytical exam where students will receive a short case study and respond to several essay type questions related to the case. Part B will include multiple-choice questions (MCQs); and Part C will include short answers questions (SAQs) based on the readings specified by the instructor. The exam will have a total duration of 2.5 hours (150 minutes).

#### IMPORTANT GUIDELINES!

##### On Group Marking Scheme

- Students will form one group for all components. The group size could vary between four and six. Give your group a name!
- **Individual vs. Team Marks:** While the presentation is a team effort, individual marks may vary based on each member's performance. Factors such as clarity, confidence, engagement, and professionalism in delivery may be assessed separately.



- **Question and Answer (Q&A) Expectations:** During the Q&A session, each team member should be prepared to answer questions related to any aspect of the project, not just their individual contribution. This ensures a comprehensive understanding of the project and demonstrates effective team collaboration.
- For this course, no peer evaluation is required. However, all group members shall contribute and share their workload fairly. All group members will NOT receive the same grade for all deliverables. The distribution of work and its confirmation will determine the individual grade each student receives.
- 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.
- To assist you in building a stronger, higher-performing team, I am requiring the following:
  - Use the peer evaluation process as *a voluntary tool* to voice concerns and aim to resolve them before the major project milestones. This process is also an opportunity to learn how to constructively evaluate the performance of others.
  - Practice giving constructive verbal feedback. Avoid rushing through this review, as careful evaluations now can prevent problems in the weeks ahead and impact your grades.

**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 7th 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**

<b>Session</b>	<b>Topic(s)</b>	<b>Reading(s)</b>	<b>Deadline / Remark(s)</b>
<b>Module I: Fundamental Concepts, Frameworks, and Theories of International Business Studies</b>			
<b>1</b>	Introduction: Why Do Firms Go Abroad?	Course Outline (team formation, familiarization, etc.)  <b>Required Readings</b> <ul style="list-style-type: none"> <li>Chapter 1 of the textbook</li> </ul>	Review the course outline
<b>2</b>	International Trade Theories and Their Implications	<b>Required Readings</b> <ul style="list-style-type: none"> <li>Ch. 6 on Int. Trade Theory from the textbook</li> </ul>	Team formation completes on this session
<b>3</b>	International Monetary System	<b>Required Readings</b> <ul style="list-style-type: none"> <li>Chapters 10 and 11 on Foreign Exchange Market and Int. Monetary System from the textbook</li> </ul> <b>Case Study from Chapter 11</b> <ul style="list-style-type: none"> <li>Did the IMF help Egypt?</li> </ul> <b>Case Study</b> <ul style="list-style-type: none"> <li>Location Choice Case</li> </ul>	
<b>Module II: Where to Go? Choosing the Destination and Minding the Differences</b>			
<b>4</b>	National Differences in Political, legal and Economic Systems and their Implications	<b>Required Readings</b> <ul style="list-style-type: none"> <li>Chapters 2 and 4 on National Differences from the main textbook</li> <li>Ghemawat, P. 2001. Distance Still Matters: The Hard Reality of Global Expansion. Harvard Business Review 79(8): 137-147</li> </ul> <b>Case Study from Chapter 2</b> <ul style="list-style-type: none"> <li>Ireland's Economic Transformation</li> </ul>	Part A due
<b>5</b>	How Should Firms Operate Globally? What Determines Their Global Strategy?	<b>Required Readings</b> <ul style="list-style-type: none"> <li>Ch.13 on the Strategy of IB from the textbook</li> </ul> <b>Case Studies from Chapter 13</b> <ul style="list-style-type: none"> <li>Emirates Global Strategy</li> <li>Geely Holdings: China's First Global Car Company</li> </ul>	

6		<b>Part B presentations</b>	Part B Due
<b>Mid-Term Recess – Feb 17-23 Inclusive</b>			
<b>Module III: How to Internationalize? Choosing amongst the Modes of Entry</b>			
7	Where to Go? Fundamentals	<p><b>Quiz</b> The <u>quiz</u> is closed book, online and in-person, covering sessions 1 through 4.</p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Uber, A Letter to City of Houston, April 27, 2016</li> <li>• Edelman, B. and Geradin, D., 2016. Spontaneous deregulation. Harvard business review, 94(4), pp.80-87.</li> </ul>	
8	Economic Integration and Entry Modes	<p><b>Required Readings</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> <p><b>Case Study from Chapter 5</b></p> <ul style="list-style-type: none"> <li>• Vanguard in China</li> </ul>	
<b>Module IV: Managing Multinational Companies</b>			
9	Student-Led Presentations	<b>Part C presentations</b>	Part C Due
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> <p><b>Case Studies</b></p> <ul style="list-style-type: none"> <li>• Internationalization Strategy Case</li> <li>• Social Entrepreneurship Case</li> </ul>	
11	Project Preparation Week	<p>Students will have this week to prepare for Part D: Final Presentation</p> <p>*If you have any questions, please reach out to your TA/instructor to organize a virtual meeting.</p>	<i><u>No class but students' brains are at work!</u></i>
12	Student-Led Presentations	<b>Part D presentations</b>	Part D Due

## 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.degroote.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/brainstorming/revising/etc.] their work 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/brainstorming/revising/etc.] 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 behaviour 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](#), 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**

<b>Criteria</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<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>				