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International Business & Marketing

Syllabus: BUSN 3170

Brooklyn College

School of Business

Undergraduate Program

professorbassell.com



❖ Instructor's Information

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- Virtual Office Hours: 24/7 Email / Instant Message / **Text Message** / Phone
- Profile: http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379
- Portfolio: <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- Course Website: www.professorbassell.com



❖ Required Materials

1: International Marketing

By Cateora, Gilly, and Graham
 McGraw Hill Publishers
 ISBN: 978-0-07-352994-3
 15th Edition Copyright 2011

2: Interpretive Software Inc. © Country Manager™

Register at www.interpretive.com/students using our COURSE ID **BROO13580**
 Once you register you will receive an email with your User ID / Password.



YOUTUBE.COM/PROFESSORBASSELL

❖ Course Overview

Click on the **GLOBAL MARKETING** playlist

This course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **international business and marketing**. Our focus will be on 4 topics: **1)** understanding the impact of culture on global markets, **2)** assessing global market opportunities, **3)** developing global market strategies, and **4)** implementing global marketing strategies.

❖ Basis for Judgment

Students will demonstrate an understanding of marketing concepts and the ability to apply the concepts by analyzing and evaluating **case studies** and **simulation scenarios**. The simulation is a wonderful learning-by-doing approach based on the 15 page case study that focuses on the marketing and promoting of a **toothpaste** product line in **Latin America**. Students are required to **i)** evaluate the cases and simulation scenarios, **ii)** apply course concepts, **iii)** develop marketing models that predict consumer behavior using market research data **iv)** formulate solutions, **v)** make recommendations, **vi)** justify their position, and **vii)** create a marketing plan.

The course uses technology to create an engaging and interactive learning community that is supportive, relevant, practical, insightful, and meaningful. Discussion boards on BlackBoard are used in our course to share information, apply concepts, draw conclusions, and have discussions about important **international business and marketing** topics and case studies.

❖ Demonstration of Achievement: Assurance of Learning

Exam 1	50%	Chapters 1, 12, 13, 14, 15, 16, 17	October 8 th	5pm @ Brooklyn College
Homework	40%	Simulation		
Exam 2	10%	Chapters 1, 12-19, 4-9	December 17 th	5pm @ Brooklyn College

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❖ Learning Outcomes

This course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **international business and marketing**. At the conclusion of the course, students should be able to:

Create

- a global marketing plan,
- a model using market research that predicts consumer behavior,
- a cultural, economic, and competitive analysis,
- a market audit, and
- questionnaire to determine consumer attitudes, perceptions, and product usage.

Evaluate

- the impact of derived demand, and
- sales promotions and public relations in global marketing.

Analyze, compare, and contrast

- market entry strategies,
- a variety of distribution channels, and
- the effect of limited and excessive media on global advertising budgets.

Apply, illustrate, and implement

- the communication process in global marketing,
- compensation systems for international sales representatives,
- a queuing model to determine the key measures of performance, and
- quantitative and qualitative research methods.

Understand and discuss

- the importance of international strategic alliances,
- product adaptation,
- country of origin effects on product image,
- the steps to recruiting 3 types of international salespeople,
- how to control pricing in parallel import and gray markets,
- the origin, elements, and impact of culture on global business negotiations, and
- how to assess and reduce the effect of political instability around the world.

Remember, explain, and contrast **international business and marketing** concepts, terms, and definitions

This syllabus is subject to change as necessary.

Assignments are due on BlackBoard at 10pm. **Late assignments will not be accepted.**

ASSIGNMENT SCHEDULE

The homework assignments are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **international business and marketing**.

Week	Date	Due	Topics
1	Aug 28 Wed	HW A	Chapter 1 Scope of International Marketing Developing a Global Marketing Plan Chapter 12 Global Marketing
2	Sept 3 Tues	HW B	Chapter 13 Consumer Products and Services Simulation Year 1: <i>Benchmark</i>
3	Sept 10 Tues	HW C	Chapter 14 Business Products and Services Simulation Year 2: <i>Benchmark</i>
4	Sept 17 Tues	HW D	Chapter 15 International Marketing Channels Simulation Year 3: <i>Benchmark</i>
5	Sept 24 Tues	HW E	Chapter 16 International Advertising Simulation Year 1
6	Oct 1 Tues	HW F	Chapter 17 Personal Selling Simulation Year 2
7	Oct 8 Tues	Exam 1 on campus	Chapters 1, 12, 13, 14, 15, 16, 17 5pm @ Brooklyn College
8	Oct 15 Tues	HW G	Chapter 18 Pricing for International Markets Simulation Year 3
9	Oct 22 Tues	HW H	Chapter 19 International Customers Simulation Year 4
10	Oct 29 Tues	HW I	Chapter 4 Role of Culture in Assessing Markets Simulation Year 5
11	Nov 5 Tues	HW J	Chapter 5 Impact of Culture on Mgmt Style Simulation Year 6
12	Nov 12 Tues	HW K	Chapter 6 Impact of the Political Environment Simulation Year 7
13	Nov 19 Tues	HW L	Chapter 7 Impact of the Legal Environment Simulation Year 8
14	Nov 26 Tues	HW M	Simulation Year 9
15	Dec 3 Tues	HW N	Simulation Year 10 Chapter 8 Global Market Research Chapter 9 Economic Development
16	Dec 10 Tues	HW O	Marketing Plan
17	Dec 17 Tues	Exam 2 on campus	Chapters 1, 12-19, 4-9 @ Brooklyn College

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❖ Methodology

- **Textbook:** The textbook is required and an important tool used to expose students to important **international business and marketing** concepts and topics. **You should read all the chapters in the book**, but some chapters will receive greater attention than others during the semester.
- **Case Studies:** The **application** of key **international business and marketing** concepts will be explored and students will be required to analyze **case studies**. **The answers are not in the cases or the textbook. You must use the facts in the case and the concepts in the book to draw conclusions and make recommendations.** The case studies are a great learning tool since they will help improve your understanding of the concepts and strengthen your critical reasoning skills. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **international business and marketing concepts**. You must give a **comprehensive explanation** using the criteria and components of the relevant concepts. Your answer must be persuasive and use the course concepts as a basis. **Each case study analysis should be a minimum of 1,250 words.** Each question requires a **minimum** response of 250 words, but there is no maximum number of words. If your posting is less than 250 words you might receive partial credit. The minimum is not equivalent to a grade of 100% and doing the minimum is not enough to get a grade of 100%. However, it is not just about the number of words posted. There are 4 criteria used to evaluate your posting 1) **Quantity**, 2) **Quality**, 3) **Relevance**, and 4) **Manner**.
- **Discussion Boards:** Discussion threads will post to the course online via Black Board. Students are required to enter the discussion board and post thoughtful comments. Comments should demonstrate an understanding of key course concepts, strong critical thinking skills, and a persuasive logic. You must make 4 posts: 1 primary post that answers the questions and 3 secondary posts regarding the postings of others on our team that moves the conversation forward. "I agree with you" is not an insightful post. You must add to what someone posted and address a point not already addressed in order to have a discussion. You should not only comment on the postings, but ask meaningful questions and respond to questions so that a discussion takes place. Responding to a question or asking a question counts as one of your secondary posts.
- **Video Segments:** There are several video cases posted on BlackBoard. Some case studies you will watch and others you will read. There are 12 of my global marketing lectures on **www.youtube.com/professorbassell** These video cases and lectures close the gap between theoretical and practical. My goal is to make the course interactive, engaging, and helpful in your pursuit of knowledge.

Watch



Click on the **GLOBAL MARKETING** playlist

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❖ **Simulation:** Country Manager: Toothpaste Category

The simulation gives you the opportunity to **1)** lead an organization, **2)** apply knowledge and skills in a new and unfamiliar situation, **3)** adapt and innovate to solve problems, **4)** learn-by-doing, and **5)** understand management issues from a global perspective. Each student is a marketing executive for 10 simulated years at a consumer products company that wants to penetrate the **Latin American toothpaste** market and build brand equity for the Allsmile brand. Each year you make decisions regarding the issues listed below and other marketing mix (4P's) related issues such as segmentation, targeting, and positioning.

Market Entry or Exit

You must immediately decide which markets are most attractive. You can enter one market per year and it is important that you consider carefully which market to enter first, second, third etc based on Country Detail Reports that include the market growth rate, GDP growth, size and growth rate of population, inflation rate, consumer price index, economic/political outlook, competitor intensity, product customization and standardization, distribution costs, production costs, shipping costs, and tariffs. Each market has unique environmental, consumer, competitor, and distribution characteristics. The ultimate goal is to develop a regional presence in Latin America through a sequential market entry approach into the following markets.

- Argentina
- Brazil
- Chile
- Mexico
- Peru
- Venezuela

Distribution

- Select Traditional, Self Serve, Hypermarket, Web, or Wholesale
- Enter the # of sales people (must be 3 or more) and the amount of the promotional budget
- Select promote or not promote in channel.

SKU's

- Select from 21 sku's of different sizes, delivery, texture and formulations.
 - Economy Tube: Paste S-M-L and Gel S-M-L
 - Whitening Tube: Paste S-M-L and Gel S-M-L
 - Healthy Tube: Paste S-M-L and Gel S-M-L
 - Kids Tube: Paste S-M-L
- Set the Manufacturer Suggested Retail Price (MSRP) – the price retailers charge **consumers**
- Set the Allowance Discount – this will determine the price we charge **retailers**

Advertising

- Select Create a new ad or Adapt an existing ad
- Select the language, target audience, and message
- Enter the budget amount

HANDS-ON EXPERIENCE

Experiential Learning

LEARNING-BY-DOING

Production

- Only one plant may be built in Latin America and it will take one year to build annual capacity of 100 million units per year. Production will take place at Home until a plant is built in Latin America and when demand exceeds Latin American plant capacity. Select Build a Plant and enter the capacity and the location of production.

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Weekly Learning Outcomes

1 Week 1

Topic: **The Scope and Challenge of International Marketing**

Learning Outcomes: Chapter 1

Students will be able to analyze, evaluate and discuss the:

- benefits of international markets
- changing face of U.S. business
- scope of the international marketing task
- importance of the self-reference criterion (SRC) in international marketing
- increasing importance of global awareness
- progression of becoming a global marketer
- how to prepare a global marketing plan

Topic: **Developing a Global Marketing Plan**

Learning Outcomes: Part Six

Students will be able to analyze, evaluate and discuss the components of:

- a cultural analysis
- an economic analysis
- a market audit
- a competitive analysis
- a marketing plan

Topic: **Global Marketing Management**

Learning Outcomes: Chapter 12

Students will be able to analyze, evaluate and discuss the:

- how global marketing management differs from international marketing management
- the need for planning to achieve company goals
- the important factors for each alternative market-entry strategy
- the increasing importance of international strategic alliances

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Weekly Learning Outcomes

2 Week 2

Topic: Global Products and Services for Consumers

Learning Outcomes: Chapter 13 Simulation Year 1: *Benchmark*

Students will be able to analyze, evaluate and discuss the:

- the importance of offering a product suitable for the intended market
- the importance of quality and how quality is defined
- physical, mandatory, and cultural requirements for product adaptation
- the need to view all attributes of a product to overcome resistance to acceptance
- country-of-origin effects on product image

Case Study Analysis: Iberia Airlines

3 Week 3

Topic: Global Products and Services for Businesses

Learning Outcomes: Chapter 14 Simulation Year 2: *Benchmark*

Students will be able to analyze, evaluate and discuss the:

- the importance of derived demand in industrial markets
- characteristics of an industrial product
- the growth of business services and nuances of their marketing
- the importance of trade shows in promoting industrial goods
- the importance of relationship marketing for industrial products and services

Case Study Analysis: Sales Negotiation Abroad

4 Week 4

Topic: Global Marketing Channels

Learning Outcomes: Chapter 15 Simulation Year 3: *Benchmark*

Students will be able to analyze, evaluate and discuss the:

- the variety of distribution channels and how they affect cost and efficiency in marketing
- the Japanese distribution structure and what it means to Japanese customers
- how distributive patterns affect the various aspects of international marketing
- the functions, advantages, and disadvantages of various kinds of middlemen
- the importance of selecting and maintaining middlemen
- the growing importance of e-commerce as a distribution alternative

Case Study Analysis: National Office Machines – Motivating Japanese Salespeople

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Weekly Learning Outcomes

5 Week 5

Topic: **International Advertising**
Learning Outcomes: **Chapter 16** Simulation Year **1**

Students will be able to analyze, evaluate and discuss the:

- local market characteristics that affect the advertising and promotion of products
- the strengths and weaknesses of sales promotions and public relations in global marketing
- when global advertising is most effective; when modified advertising is necessary
- the communication process and advertising misfires
- the effects of a single European market on advertising
- the effect of limited media, excessive media, and government regulations on advertising and promotion budgets

Case Study Analysis: Coke and Pepsi Learn to Compete in India

6 Week 6

Topic: **Personal Selling**
Learning Outcomes: **Chapter 17** Simulation Year **2**

Students will be able to analyze, evaluate and discuss the:

- the role of interpersonal selling in international marketing
- the considerations in designing an international sales force
- the steps to recruiting three types of international salespeople
- selection criteria for international sales and marketing positions
- the special training needs of international personnel
- motivation techniques for international sales representatives
- how to design compensation systems for an international sales force
- how to prepare Americans for foreign assignments
- the changing profile of the global sales and marketing manager

Case Study Analysis: Machine Tool Company: To Bribe or Not to Bribe?

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Weekly Learning Outcomes

7 Week 7 **Exam 1** Chapters 1, 12, 13, 14, 15, 16, 17 5pm @ Brooklyn College

- Please bring photo ID, a pen, and several #2 pencils with erasers
- There will be 4 different versions of the exam: pink, blue, green, and yellow.
- I can't answer any questions during the exam because it will disturb other students.
- There is **NO curve** in grading exams. There are **NO extra credit** assignments.
- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
 - **You are not able to use any electronics during the exam.**
 - No cell phones, ipods, ipads, or any other device.
 - You must turn your phone completely **OFF** before the exam starts.
 - No talking or texting is permitted during the exam.
 - You can't leave the room during the exam.
 - You can't use notes or books.

8 Week 8

Topic: Pricing for International Markets
Learning Outcomes: Chapter 18 Simulation Year 3

Students will be able to analyze, evaluate and discuss the:

- components of pricing as competitive tools in international marketing
- how to control pricing in parallel import or gray markets
- price escalation and how to minimize its effect
- countertrading and its place in international marketing practices
- the mechanics of getting paid

Case Study Analysis: Ultrasound Machines in India and China

9 Week 9

Topic: Negotiating with International Customer & Partners
Learning Outcomes: Chapter 19 Simulation Year 4

Students will be able to analyze, evaluate and discuss the:

- the problems associated with cultural stereotypes
- how culture influences behaviors at the negotiation table
- common kinds of problems that crop up during international business negotiations
- the similarities and differences in communication behaviors in several countries
- how differences in values and thinking processes affect international negotiations
- how to prepare for international negotiations

Case Study Analysis: Coping with Corruption in China

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Weekly Learning Outcomes

10 Week 10

Topic: **Cultural Dynamics in Assessing Global Markets**

Learning Outcomes: Chapter 4 Simulation Year 5

Students will be able to analyze, evaluate and discuss the:

- importance of culture to an international marketer
- origins of culture
- elements of culture
- impact of cultural borrowing
- strategy of planned change and its consequences

Case Study Analysis: Nestle

11 Week 11

Topic: **The Impact of Culture on Management Style**

Learning Outcomes: Chapter 5 Simulation Year 6

Students will be able to analyze, evaluate and discuss the:

- necessity for adapting to cultural differences
- how and why management styles vary around the world
- extent and implications of gender bias in other countries
- importance of cultural differences in business ethics
- differences between relationship-oriented and information-oriented cultures

12 Week 12

Topic: **The Impact of the Political Environment on Marketing**

Learning Outcomes: Chapter 6 Simulation Year 7

Students will be able to analyze, evaluate and discuss:

- what the sovereignty of nations means and how it can affect the stability of government policies
- how different governmental types, political parties, and nationalism affect the marketing in foreign countries
- the political risks of global business and the factors that affect stability
- the importance of the political system to international marketing and its effect on foreign investments
- the impact of political and social activists, violence, and terrorism on international business
- how to assess and reduce the effect of political vulnerability
- how and why governments encourage foreign investment

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13 Week 13

Topic: **The International Legal Environment**

Learning Outcomes: Chapter 7 Simulation Year **8**

Students will be able to analyze, evaluate and discuss:

- the important factors in the jurisdiction of legal disputes
- the unique problems of protecting intellectual property rights internationally
- how to protect against piracy and counterfeit

14 Week 14

Simulation Year **9**

15 Week 15

Topic: **Developing a Global Vision through Marketing Research**

Learning Outcomes: Chapter 8 Simulation Year **10**

Students will be able to analyze, evaluate and discuss:

- the importance of problem definition in international research
- the problems of availability and use of secondary data
- sources of secondary data
- quantitative and qualitative research methods
- multicultural sampling and its problems in less-developed countries
- using international marketing research

Topic: **Economic Development**

Learning Outcomes: Chapter 9

Students will be able to analyze, evaluate and discuss the:

- The importance of time zones for trade relationships and marketing operations
- The political and economic changes affecting global marketing
- The connection between the economic level of a country and the marketing task
- The variety of stages of economic development among American nations
- Growth factors and their role in economic development
- Marketing's contribution to the growth and development of a country's economy
- The foundational market metrics of American nations
- The growing importance of trading associations among American nations

16 Week 16

Marketing Plan

17 Week 17

Exam 2 Chapters 1, 12-19, 4-9 @ Brooklyn College

- Please bring photo ID, a pen, and several #2 pencils with erasers
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 - You can't use notes or books.

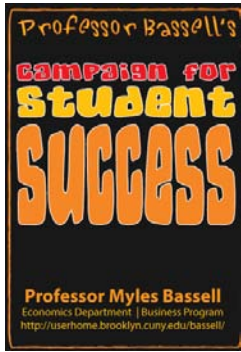
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❖ My Goal

My goal is for students to L E A R N ! It is all about you!

❖ My Mission

To help students achieve their educational and professional goals.



❖ My Goals For You

- ❖ Increase Your **international business and marketing** knowledge and skills
- ❖ Improve Your ability to use computers and the Internet
- ❖ Enhance Your ability to analyze and **solve problems**
- ❖ Expand Your ability to find and use information on your own
- ❖ Strengthen Your ability to **apply concepts** and skills
- ❖ Fortify Your appreciation and sensitivity to ethical issues and diversity
- ❖ Develop Your ability to express your ideas and **lead an organization**

❖ My Dozen Objectives

1. Distribute a written syllabus on or before the first day of class
2. Demonstrate my ability to organize materials for the class
3. Stimulate interest in the topic being studied
4. Generate effective class discussion
5. Communicate effectively and speak clearly
6. Encourage independent thinking and ethical behavior
7. Demonstrate openness to students' comments, questions, and viewpoints
8. Display an exceptional understanding of the course subject matter
9. Keep to the time and schedule requirements of the class
10. Provide students access to me outside of class and be available for Q&A
11. Clearly communicate course requirements and assignments
12. Promptly grade assignments

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❖ **Demonstration of Achievement: Assurance of Learning**

Exam 1 50% Chapters 1, 12, 13, 14, 15, 16, 17 October 8th 5pm @ Brooklyn College

Homework 40% Simulation

Exam 2 10% Chapters 1, 12-19, 4-9 December 17th 5pm @ Brooklyn College

❖ **Grading Criteria**

A	93% +	C	73% - 75%
A-	90% - 92%	C-	70% - 72%
B+	86% - 89%	D+	66% - 69%
B	83% - 85%	D	63% - 65%
B-	80% - 82%	D-	60% - 62%
C+	76% - 79%	F	Below 60%

❖ **Exams**

- Please bring photo ID, a pen, and several #2 pencils with erasers
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- I can't answer any questions during the exam because it will disturb other students.
- There is **NO curve** in grading exams. There are **NO extra credit** assignments.
- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
 - **You are not able to use any electronics during the exam.**
 - No cell phones, ipods, ipads, or any other device.
 - You must turn your phone completely **OFF** before the exam starts.
 - No talking or texting is permitted during the exam.
 - You can't leave the room during the exam.
 - You can't use notes or books.

Not following these exam rules may result in severe penalties including receiving an F in the course and being suspended from the college.

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❖ Academic Integrity

Code of Conduct

This Code of Conduct highlights and supplements, but does not replace the Code of Conduct issued by Brooklyn College and/or The City University of New York (C.U.N.Y.). The goal of this code is to maximize the classroom experience for all.

Your course grade is in part a function of your:

1. exam, project, and quiz results
2. level of participation
 - a. making intelligent and relevant remarks on discussion board
3. accurate completion and timely submission of assignments

There are other factors that can have a significant impact on your course grade and they include:

- Cheating on exams
 - **(phones, ipods, pda's, blackberry's, treo, and other devices are NOT allowed during any exam)**
 - you must turn **OFF** all electronics before the exam starts
- Disruptive Behavior
 - Rudeness
 - Disrespect
 - Lateness
 - Interrupting the lecture
- Frequent absence
- Signing the attendance sheet and leaving OR signing for someone else
- Failure to turn off electronic devices (cell, phones, pagers etc)

"The faculty and administration of Brooklyn College support **an environment free from cheating and plagiarism.**

Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/bc/policies>."

All students should read carefully and thoroughly the 2011-2012 Brooklyn College Bulletin, especially pp. 21-35 for a complete listing of academic regulations of the College.

http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.pdf

Penalties

Violation of this Code of Conduct and other rules of Brooklyn College and C.U.N.Y. can result in:

- Lowering your course grade one full letter per offense
- Receiving an F or failing grade for the course
- Being suspended or expelled from the college or university

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❖ Plagiarism

If an academic misconduct (for example: cheating on exams or papers, plagiarism...) occurs the instructor will impose the strongest sanctions that the University or College permits.

I encourage you to look at articles and/or resources from databases and/or on the Internet to find information regarding the case studies, discussion questions and/or other assignments. However, what you submit to me must be **your own work**. Direct quotations should be used very rarely and, when used, should be very short. You must **always indicate the sources used**. Students will not receive credit for answers on the different assignments that are mostly paraphrasing of other sources even if the sources are listed. Paraphrasing should be used very rarely and, when used, students must always indicate the sources used. There is no learning value for students to just quote and/or paraphrase parts of articles and/or resources found on the Internet or somewhere else.

If students use information from any source in an assignment and do not cite the source using quotation marks, this is plagiarism, which is a violation of academic integrity at Brooklyn College.

If I find evidence of plagiarism in an assignment, the student will receive a **score of zero** on this assignment. If I find again evidence of plagiarism in another assignment from the same student, this student will receive a **failing grade in the class**.

Furthermore, if a student plagiarizes and/or cheats I am required to report it to the Committee on Academic Integrity. This Committee may then decide to suspend or expel the student.

WARNING: The book is an important resource for this course and you must use it to answer the questions. The information needed to answer the questions is contained in the readings and should be the basis for your critical analysis. You are expected to draw conclusions and make recommendations based on the information in the case and the concepts explained in the chapters. Do NOT use other sources unless you properly cite them.

If you copy and paste information from the internet and/or do not cite your sources your grade on the assignment is a **zero**. That is cheating and plagiarism. If you plagiarize a second assignment your course grade is an **F**.

Rubric for Evaluating Assignments

Criteria	A 90+	B 80+	C 70+	F
Quantity	250 words per question The amount of information provided demonstrates an excellent ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.	200 words per question The amount of information provided demonstrates a good ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.	150 words per question The amount of information provided demonstrates only a fair ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.	Less than 150 words per question. Either the assignment was not submitted, or there is not enough detail to demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero.
Quality	Demonstrates an excellent understanding of the chapter concepts, explains effectively and accurately the relevant concepts, applies the chapter concepts properly to the case, recommends specific action, and includes facts from the case to support a main idea. Citations and examples were included as necessary.	Demonstrates a good understanding of the chapter concepts and often accurately and effectively explains the concepts, applies chapter concepts to the case, recommends next steps, and includes facts from the case to support a main idea. Citations and examples were usually included as necessary.	Demonstrates only a fair understanding of the chapter concepts and only a fair ability to apply the concepts. Concepts are not fully or accurately explained. Citations and examples were generally not included as necessary.	Either the assignment was not submitted, or the posting does not demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero. No recommendations or solutions formulated.
Relevance	Directly related to the case or chapter and is integrated with other postings.	Related to the case, but often not integrated well with other postings.	Somewhat related to the other postings and the case or chapter.	Not related to the assignment.
Manner	Very organized and has no spelling, punctuation, or grammatical errors.	Organized and usually has no spelling, punctuation, or grammatical errors	Disorganized and/or has many spelling and grammatical errors that makes it difficult to understand.	Very disorganized and has numerous spelling, punctuation, and grammatical errors.

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❖ Disability-Related Accommodations

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

❖ Absence for Religious Reasons

You are not required to attend a class meeting if it interferes with your religious observance. However, being absent does not excuse you from submitting or completing any assignments that are due. The state law regarding non-attendance because of religious beliefs can be found in the Brooklyn College Bulletin.

http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.pdf

❖ Important Dates on the College Calendar

Wednesday, August 28 **First day of classes**

Monday, September 2 **Labor Day: College Closed**

Tuesday, September 17 **Last day to drop a course without a grade**

Wednesday, September 18 First day to apply for **W grade***

Monday, October 14 Columbus Day—**College Closed**

Tuesday, October 15 Conversion Day: Classes follow a **Monday schedule**

Friday, November 8 **Last day to apply for withdrawal (i.e., W grade) from courses***

Monday, December 16 **Reading Day**

Tuesday December 17 – Monday, December 23 **Graduate students: Last Classes or Final Examinations**

*When you DROP a course, it will not appear on your transcript. When you WITHDRAW from a course, a W will appear on your transcript, but it does not count in your GPA. If a student withdraws or drops a course during the first week of class they are 25% liable for tuition, the second week of class 50% liable, the third week of class 75%, and the 4th week of class or thereafter there is a 100% tuition liability.

The text "Professor Bassell" is written in a stylized, bubbly font with a glowing cyan and green outline, set against a solid orange background.The logo for Brooklyn College, featuring the words "Brooklyn College" in a bold, maroon serif font. To the right, "The City University of New York" is written in a smaller, grey sans-serif font.

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❖ General

I developed a roadmap that will enable us to successfully cover the course materials. Late assignments will not be accepted. If you do not complete an assignment your grade for that assignment is a zero. The due dates are set to help you manage the workload and be successful in the course. University-wide the **ABS grade** designation is no longer in use. Students are not entitled to an INC grade and it is at the faculty member's discretion. I will not issue an **INC grade** since I do not believe that is in your best interest. Campus wide it has been found that almost always the student does not complete the work required by the college's deadline and the computer automatically turns the INC into an F. If necessary you can drop the course with a W grade.

However, I designed the course to be meaningful, but also manageable. I know that many of you work, have families, and are taking other courses. I am very confident that you will be able to meet the course requirements. **You can do it! Yes you can!** [Let me know what I can do to help you be successful.](#)

**** Your responses to each question must be detailed and demonstrate your understanding of the key concepts in the chapter. You must be able to demonstrate your ability to apply the chapter concepts to the case studies. If you use key terms in your response please define the terms and explain how they are applicable to the case. I know what the terms mean, but for you to get full credit you need to convince me that you know what the terms mean. :-)

Do not email me your case study analysis.
Post your assignments to BlackBoard.

Case Study Analysis

You must:

- + demonstrate your understanding of the chapter concepts
- + **explain the relevant concepts correctly**
- + apply the chapter concepts to the case, and
- + **include facts from the case to support your position**

*** Type your responses in WORD and save to your computer or flash drive so that you can review your case studies for the exam. Copy and paste your responses to the BlackBoard blog for the assignment by **10 pm** on the due date. Each assignment has a separate blog link. After the due date you will no longer be able to post to blackboard.

❖ Media Players

To make the course more interactive and interesting I also posted a short video for each case. For your convenience I posted two different file types for each video case.

VLC Media Player can play Flash (flv) and Mpeg 4 (mpg) video files.

Download free VLC Media Player at the link below

<http://www.videolan.org/vlc/>

Quick Time also can play Mpeg 4 (mpg) video files

<http://www.apple.com/quicktime/download/>

Windows Media Player can play Windows Media Video (wmv) files

Download free Windows Media Player at the link below

<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

Brooklyn College, School of Business

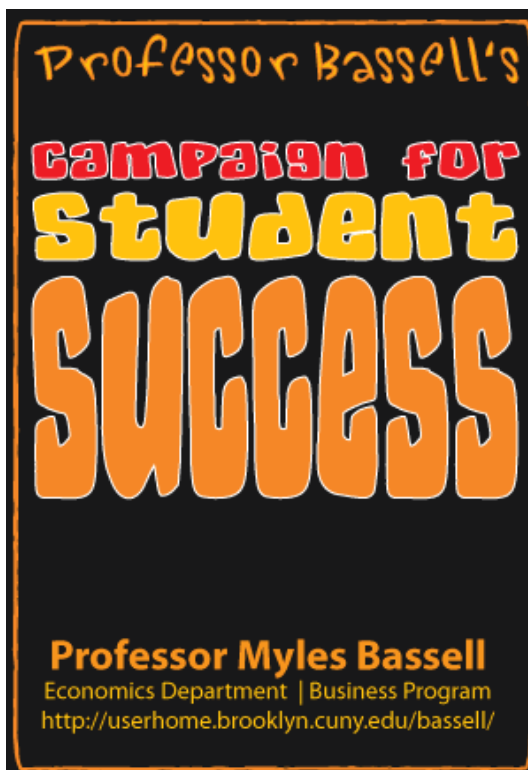
This will be a fun semester ! I am looking forward to being your coach !

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- Profile http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379
- Portfolio <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- Course Website www.professorbassell.com

VISIT



COURSE WEBSITE



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Bibliography

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