

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester B 2017 /18**

Part I Course Overview

Course Title:	International Business
Course Code:	MGT4227
Course Duration:	One Semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	FB2300 / CB2300 Management
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	CB4305 - International Business
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

- Develop an understanding and knowledge of basic principles and concepts of international economics and management.
- Examine the various cultural, political, and legal issues that impact international business activity
- Examine the international institutions and practices that impact international business
- Understand the different challenges business face when they operate in an international environment
- Develop intellectual skills so that students are able to integrate previously learned aspect of business and organization in the global context

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand the fundamental theories governing international business and then apply them in the international context in order to improve organizational performance.	30%	✓	✓	✓
2.	Critically analyse and evaluate global business environments including the cultural difference and international organizations.	25%	✓	✓	✓
3.	Apply the knowledge developed through analysis and evaluation to create appropriate international strategy for successful business operation in foreign countries.	25%	✓	✓	✓
4.	Develop and demonstrate professional business presentation skills and effective communication skills.	20%	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lecture	Equip students with knowledge about international management. During the lectures, students will be expected to actively participate by responding to and answering questions and by sharing their understanding and critique of the course readings to facilitate explanation, evaluation, analysis and comparison, application, and communication.	✓	✓	✓	✓			33 hours per semester
Seminar discussion	Students will discuss with peers exercises, scenarios, etc. to facilitate description, explanation, evaluation, analysis and comparison of fundamental theories, and apply them into current international business context.	✓	✓	✓	✓			1 hr per week
Int'l Project Report and Presentation	Students are expected to demonstrate their critical thinking by analysing, and evaluating global business environments and providing appropriate solution to firms. Students will give presentation on their analysis of their selected country. Students are expected to effectively communicate their skills on evaluation, analysis, and application with audience.	✓	✓	✓	✓			3 hours per semester

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 45%								
Group Project and Presentation		✓	✓	✓			30%	Group project report will be evaluated in both content and writing. The content portion will be based on how well the students have analysed and evaluated topics by incorporating their thoughts. The writing portion will be based on spelling, grammar, syntax, and

								organization and flow etc. Presentation will be graded on the basis of content and presentation skills.
Class Participation	✓	✓	✓	✓			15%	Class participation is assessed based on student contribution to the class discussion and attendance. As the department requires 70% attendance, checking one's attendance is mandatory. Missing more than 30 minutes is considered as absence.
Examination: 55% (duration: 1.5-hour mid-term; 2-hour final exam, if applicable)								
Examinations	✓	✓	✓	✓			55%	A 1.5 hour mid-term exam and a 2-hour final exam cover comprehensively all topics taught in this course. Exams test students' understandings of theories and the ability of applying theories to real-life cases.
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assessing and Grading Essay Type Questions		Strong evidence of original thinking conducive to applying theoretical concepts to coin creative recommendations/solutions; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability conducing to innovative application of concepts to solve problems; reasonable understanding of issues; evidence of familiarity with the subject matter.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.
2. Assessing and Grading Presentation		Interesting and suitably complex account of analysis/solution demonstrating original contribution, going well beyond standard resources/references / concepts, stating a point of view in one's own voice. Suitably impresses with critical analysis in the judgment of the marker.	As in C, but also shows logical progression and possibly new and original insights. Most/all relevant points drawn from prevalent models or conceptual frameworks, uses appropriate structure to resolve issues with convincing arguments and discussion.	Presentation describes topic, refers to what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks, evidence of grasp of issues but has some difficulty in finding resolution or engaging in critical analysis.	Presents enough to describe what the issues are about. Some relevant points, however only re-describes the factual elements in a wooden manner, mainly pro and con. Uses a few mainstream references and applies correct concepts.	

<p>3. Assessing and Grading Applied Coursework</p>		<p>Shows thorough <u>procedural understanding and originality</u>. Clear evidence that key concepts and the relationships between them have been internalized into a personalized model of practice, conducing to excelling creativity. Shows an ability to effectively apply concepts, principles, models or practices to new and unfamiliar real-life contexts. Provides strong supporting evidence to justify conclusions and recommendations. (Demonstrates clearly the ability to integrate theory and practice to add value creatively.)</p> <p>Demonstrates excellent communication skills in presenting analyses and defending arguments</p>	<p>Shows <u>procedural understanding</u> of the subject through the effective and/or innovative application of relevant concepts, principles and models to achieve well-justified conclusions and/or recommendations. Thorough analysis and/or interpretation with relevant and accurate supporting evidence that is comprehensively documented. Good and/or innovative integration of different ideas/perspectives to provide a convincing thrust or purpose.</p>	<p>Shows <u>declarative understanding</u> and familiarity with many relevant concepts, principles and models. Able to discuss issues meaningfully but the ability to apply key ideas and/or justify conclusions and recommendations is demonstrated only partially. Supporting evidence is relevant, accurate and covers key issues, but lacks consistency, comprehensiveness, integration and/or complete citations.</p>	<p>Shows <u>understanding of basic concepts, principles and models in a minimally acceptable way</u>. Poor coverage, no originality in analysis and/or interpretation of the issues, weak justification of solutions or recommendations. Supporting evidence lacks accuracy or completeness, is poorly integrated and/or sources are not fully documented/cited.</p>	
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4. Assessing and Grading Applied Term-Assignments (Cases/Projects)		As in B, but with higher degree of originality and even good evidence of reflection on own performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts.	The evidence presents a good appreciation of the general thrust of the case with relevant and accurate support of concepts taught in class. A clear view of how various aspects of the case integrate to form a purpose. Solutions or recommendations well justified.	The evidence is relevant, accurate. However, there is little evidence of an overall extensive view of the case issues. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.	Pieces of evidence are relevant and accurate, but analyses are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Insufficient coverage, little originality, weak justification of solutions or recommendations.	
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6. Assessing and Grading Class Participation

Grade Point > V Criteria	1	2	3	4
Punctuality	Student is almost always late to class and/or leaves early.	Student is occasionally late to class and/or leaves early.	Student is frequently punctual and attends full-time.	Student is almost always punctual and attends full-time.
Preparation	Student is almost never prepared for class with assignments and other materials.	Student is occasionally prepared for class with assignments and other materials.	Student is frequently prepared for class with assignments and required materials.	Student is almost always prepared for class with assignments and required materials.
Engagement	Student almost never	Student occasionally	Student frequently	Student almost always

	contributes to class by offering ideas and asking questions.	contributes to class by offering ideas and asking questions.	contributes to class by offering thought-provoking ideas and asking questions once per class.	contributes to class by offering surprisingly good ideas and asking questions more than once per class.
Behavior	Student almost always displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student frequently displays facilitative behavior during class.	Student almost always displays facilitative behavior during class.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

The purpose of this course is to introduce students to the fundamental concepts of international business. It will provide students with a basic understanding of the global business environment. This course covers the macro-level environmental factors that affect international businesses today. We will discuss such topics as globalization, country environments (political, legal, and economic), culture, global trade and foreign direct investment, regional economic integration, the foreign exchange market, international strategy, and international human resource management. Students should leave this course with an increased appreciation of the challenges and opportunities of doing business internationally.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Hill, C. Global Business Today.8 th edition. McGraw-Hill International Edition.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Newspaper articles or magazine articles will be used as a supplementary reading
2.	<u>Online Resources:</u> There are plenty of information resources available from the Internet. Students are encouraged to make use of the links to various business corporations and reports of relevant global environmental impact on the corporations or their branch establishments in various countries. In particular, it is desirable for the students to grasp the essential features in a country with respect to the advantages and disadvantages that a branch establishment of a corporation faces, in determining the limitation in defining the mission, goals, objectives and customized strategies for their respective achievement.
3.	<u>Business Periodicals:</u> Relevant current and previous issues of periodicals such as <i>Capital</i> , <i>Business Week</i> , <i>Fortune</i> , <i>Asian Wall Street Journal</i> , and <i>Harvest Business Review</i> . Wall Street Journal www.wsj.com Business Week www.businessweek.com Forbes www.forbes.com Fortune www.fortune.com Harvard Business Review www.hbsp.harvard.edu