

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A 2022 /23**

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>	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.	✓	✓	✓	✓			
Case Studies	The case studies provide students with the opportunities to learn from the experience of real companies. Students are expected to demonstrate their critical thinking by analyzing and evaluating a firms' situation and recommending the solution to the issue.	✓	✓	✓	✓			
Int'l Project Report and Presentation	Students are required to form groups and investigate the strategic issues of company. Students will be asked to base the concepts and frameworks covered in class to analyze and offer recommendations regarding the issue. Group presentations will be scheduled in class for the students to share their study	✓	✓	✓	✓			

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: 100%								
Group Project and Presentation 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		✓	✓	✓			30%	

and presentation skills.								
In-class quizzes Students will be evaluated on their understanding of concepts introduced in lectures.	✓	✓	✓	✓			10%	
Individual assessment 1. Class attendance and discussion 2. Individual assignments							25%	
Time-limited assignment A time-limited assignment covers crucial topics taught in this course. It assess students' understandings of theories and the ability of applying theories to real-life case(s).	✓	✓	✓	✓			35%	
							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. Time-limited assignment	Understandng of concepts lerned in class, textbooks, reading materials and their ability to apply subject-related knowledge	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. Group Presentation	Comprehensive research; original thinking; understanding in related learning points; analytical skills and critical thinking	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.	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	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.	Being absent in the group-based presentation without a legitimate reason.

		Suitably impresses with critical analysis in the judgment of the marker.	arguments and discussion.			
3. Group Project Report	Understandning in related learning points; originality; analytical skills and critical thinking	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.	No submission of the written report.
4. Individual assessment	Preparation for the class; punctuality; class attendance; participation in class discussions, answering questions, and offering ideas; Finish the individual assignment with high quality	The student always attends class on time. The student always answers at least one question or make a meaningful comment every week. The student always gets the assigned assignment done.	The student often attends class on time. The student often answers one question or make a meaningful comment every week. The student often gets the assignment done.	The student mostly attends class on time. The student sometimes answers questions or make a meaningful comment in the class. The student sometimes gets the assignment done.	The student hardly attends class on time. The student hardly answers question or make a meaningful comment in the class. The student hardly gets the assignment done.	The student never attends class on time. The student never answers question or make a meaningful comment in the class. The student never gets the assignment done.

5. In-class quizzes	Comprehensive understanding of the concepts introduced in different lectures, and comprehensive application of the concepts in different scenarios.	Thorough understanding of the concepts introduced in lectures. Comprehensive application of different relevant concepts in business scenarios.	Substantive understanding of the concepts introduced in lectures. Comprehensive application of some relevant concepts in business scenarios.	Some understanding of the concepts introduced in lectures. Comprehensive application of limited concepts in business scenarios.	Limited understanding of the concepts introduced in lectures. Inadequate application of concepts in business scenarios.	Failure in understanding the concepts introduced in lectures. Failure in the application of concepts in business scenarios.
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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.	Cases selected by the instructor
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2.2 Additional Readings

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

1.	Supplementary articles and readings specified by the instructor
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