2017

MKTG 320-01-02 International Marketing

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Williams College of Business Mission Statement

We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.

Learning Goals – Williams College of Business

- **Critical Thinking**
  *Learning Goal:* WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decision.

  *Corresponding Objectives:*
  
  1. WCB students will collect, evaluate and synthesize information to offer solutions and support decision making.
  2. WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.

- **Ethics and Social Responsibility**
  *Learning Goal:* WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society.

  *Corresponding Objective:*

  1. WCB students will recognize ethical issues and their implications on personal and business decisions.
  2. WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

- **Effective Written and Oral Communication**
  *Learning Goal:* WCB graduates will be able to organize, support and communicate ideas clearly and effectively, employ multiple mediums of communication (e.g. written, oral and visual), and adapt communication to audience, context and purpose.

  *Corresponding Objectives:*
• (1) WCB students will produce business documents and reports demonstrating their ability to organize and communicate ideas clearly and professionally.
• (2) WCB students will make effective presentations, accompanied by the appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally, both individually and in teams.

• Global Perspective and Cultural Diversity

Learning Goal: WCB graduates will appreciate the historical and cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, and respect and value diverse people and perspectives.

Corresponding Objectives:

• (1) WCB students will identify and contrast key attributes of countries’ business environment
• (2) WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision making.
• (3) WCB students will integrate the concepts of respect, inclusiveness and valuing all persons into their decision making.

* Understanding and Application of Knowledge Across Business Disciplines

Learning Goal: WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.

Corresponding Objectives:

• (1) WCB students will demonstrate the appropriate knowledge of accounting, economies, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business.
• (2) WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment (social, political, economic, and environmental)
• (3) WCB students will demonstrate college-level mastery of the body of knowledge and skills relative to their major.

* Personal and Professional Development

Learning Goal: WCB graduates will be well-prepared for their future careers and appreciate the importance of continuous professional development and life-long learning.

Corresponding Objective:

• WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.
**Course Description & Key Learning Objectives**

This class is an introduction to international marketing. The primary objective of this course is to give students a broad overview of the nuances of international marketing. Throughout the world changes are taking place that has a direct effect on the global marketing environment. It is imperative that students of marketing develop an understanding of the global marketing environment in order to analyze and evaluate global marketing opportunities. This course will help students develop an understanding of the influences of culture and other environmental factors affecting consumer behaviors. In addition, the course will also familiarize students with situations and potential strategies that marketers often encounter when working in a global environment.

The course components and assignments are designed to meet the following WCB’s key learning objectives for all students: (1) critical thinking, (2) ethics and social responsibility, (3) effective writing and oral communication, (4) global perspective & cultural diversity, (5) understanding and application of knowledge across business disciplines.

**Text**

*International Marketing,* either 16e or 17e, Philip R. Cateora and John L. Graham

**Evaluation**

Students will be evaluated on how well the course objectives are met as evidenced by the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
<td>45%</td>
</tr>
<tr>
<td>Case Analyses</td>
<td>10%</td>
</tr>
<tr>
<td>Group Project – Country Profile</td>
<td>15%</td>
</tr>
<tr>
<td>Group Project – Global Marketing</td>
<td>20%</td>
</tr>
<tr>
<td>Professionalism &amp; Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Instructional Procedures and Activities**

The course is structured around in-class lectures, online lectures, readings, case analyses, discussions, and experiential learning via a group project that involves academic research.

Students are expected to be able to function independently, and at the same time be active participants in group activities.

This type of course requires that each week students come to class fully prepared to discuss the material that is relevant for that class period. In order to succeed in this class format, each student must be willing to contribute his/her ideas to the class discussions.

**Course Policies**

**Exams** - Three in-class exams will be given. They will cover the lectures, assigned text, and class discussions. Make-up exams will be in accordance with University policy. **If you are going to miss an exam due to an emergency (only), please notify the professor prior to the exam.** Students must provide proper, written documentation in all emergency cases, and make-up exams may be all essay and/or comprehensive.

**Group Project – Country Profile & Global Market Opportunity Analysis**

Throughout the course each student shall be part of a group responsible for conducting a global market opportunity analysis. The objectives of the project are:
(1) to familiarize students with the cultural/economic/political/competitive environment of a country as the subject of the project and to facilitate cross-cultural understanding
(2) to provide students with an opportunity to prepare a global market opportunity analysis for a product. The project emphasizes the need to understand the environment as an essential step preceding the preparation of a marketing plan
(3) to effectively reinforce key concepts covered in this and other business and marketing courses
(4) to help students improve their, critical thinking, writing and oral communication skills

Guidelines and details of the project are posted on Blackboard.

Groups will be evaluated as a whole (i.e. all members of the group will receive the same grade for this assignment). However, members in each group will be asked to turn in a peer evaluation form to determine whether every group member contributed their fair share of effort/time/ideas in the completion of the project. The instructor will use the average of percentage scores as reported by the team members to determine the final score of each student for the group project. This procedure is deemed necessary in order to encourage every student’s full participation in the assignment. Free-riding is strictly not acceptable. At the request of other team members, a student may be asked to leave the group and work on the project alone at any time during the semester.

Case Analyses

Please refer to handout for guidelines.

Throughout the semester, multiple international marketing case analyses will be introduced. Students are expected to come prepared to participate in class discussions.

No Late Work Policy – Late work is not acceptable and will receive a grade of zero.

Professionalism and Participation

Classroom Etiquette

• Out of respect for your classmates, it is important for you to focus your attention on the class, for the entire class period. In a busy, electronic age, proper etiquette means observing the following standards:
• Arrive to class on time.
• Eliminate distractions from you cell phone, computer and other electronic devices.
• The only reason to use a laptop or any electronic device is to take class notes and participate in assigned class activities.

Attendance & Participation

A significant portion of the learning experience in this course is communication of ideas and experiences between participants. The ability to clearly and concisely express your thoughts verbally to a group of peers is a highly-valued, real-world skill. Attendance and participation are strongly encouraged and will positively impact achievement of the course objectives. The instructor reserves the right to adjust final grades for excessive absence, tardiness, lack of meaningful participation and/or disruptive class behavior.

The course utilizes readings, lectures, discussions, case analyses/problem solving, and a series of learning assignments to assist students in achieving the course learning outcomes. To foster a productive learning environment, it is important that everyone comes to class prepared and willing to contribute to discussions. I will expect you to raise/answer questions and/or make organized and concise comments in every class. In particular, your comments can be based on real life/work experience, journal articles, new reports, own insights, and business applications related to the course materials.

Assessment methods: Your participation grade will be based on factors such as the quantity and quality of comments, online engagement, after-class communications or comments via email etc. The grading rubric is as follows:
A (9-10%) - made at least one quality comment in most classes or equivalent. Comments demonstrate one or more of the following: provide insightful answers, raise a great question that is relevant to course materials, and offer an excellent practical examples.

B (7-8%) - made comments in some classes. Comments demonstrate some level of analysis or understanding of course materials.

C (5-6%) - provided minimal responses but is actively involved in all class activities.

D (0%) - Sat in the class but without paying attention in most class meetings; engaged in activities (such as utilizing electronic devices) inappropriately that caused disruptions to the instructor and fellow students.

Excessive Absences – only one unexcused absences are allowed during the semester. There will be a 20 point penalty for each unexcused absence beyond the first. This policy will be strictly enforced.

It is each student’s responsibility to sign in for each class meeting.

Grading Policy
Grades will be determined according to the following guidelines, strictly no rounding-up (i.e. 89.9 is a B+):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.9%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Your grade is determined based on your performance (outcome), not effort.

All grades assigned by the instructor are final. Changes will only be made to correct arithmetic or data entry errors.

Email Communications – all announcements by the instructor will be sent to students’ email account with Xavier. Students are advised to check their Xavier email account at least once a day.

Academic Honesty Policy - The instructor reserves the right to submit any work to Turn-it-in to check on plagiarism. Students are expected to operate with the highest levels of ethics and integrity. As noted, individual assignments should be completed without help from others. The group project should involve input of each team member. Group members are expected to contribute and not free-ride on their peers. Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Refer to Xavier University’s Academic Honesty policy of the Student Handbook.

Assistance - Any student with a disability who needs accommodation or other assistance in this course should make an appointment to speak with the instructor as soon as possible.

The instructor reserves the right to make changes to the syllabus.