

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-318

Course Title: Import-Export Management

(3 Units, 45 hours)

Course Start Date: August 22, 2016

Course End Date: December 5, 2016

Time: Monday, 1230-1515 hours (12:30 pm to 3:15 pm)

Course Description:

Consideration of procedures and transactions involved in the import-export business. Practical financial, legal, transportation and technical aspects are considered.

Prerequisite: BA-110 or BA-302.

Learning Objectives:

1. Students will gain an understanding of the guiding principles and concepts of international management that focus on international import-export trade operations.
2. Students will gain an understanding of international logistics and infrastructure
3. Students will have practiced planning, developing, and constructing a viable global supply chain.
4. Students will gain an understanding of the financial transaction, regulatory, and legal issues involved in international supply chains.
5. Students will be introduced to individuals and organizations through guest speaker sessions who are directly involved in the import-export industry that includes executives from private business and the U.S. Department of Commerce Trade Department.

Required Text:

David, P., Stewart, R.

2013 International Logistics: The Management of International Trade Operations, 4th edition. Cicero Publishing. Mason, Ohio. ISBN 10: 1-111-21955-9. (An e-text version is available for ownership for \$15 from the publisher's website).

Suggested Supplemental Text:

Weiss, E.

2005 The Elements of International English: A Guide to Writing
Correspondence, Reports, Technical Documents, Internet Pages For A
Global Audience. M.E. Sharpe. Armonk, N.Y., ISBN: 0-7656-1572-

Instructor:

Dr. Mike Guerra

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

Lincoln University e-mail address: mguerra@lincolnuca.edu

Office Hours: Room 301, Wednesday (11:45 am to 12:45 pm) by arrangement

Instructor Profile:

Academic Degrees: AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development (not organizational development, which is different) degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

Professional Practitioner Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. Member of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, SOBO committee member of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms. Subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, ethics, and performance policies, practices, and procedures. Have evaluated graduate business degree programs on behalf of ACICS for accreditation compliance.

Professional Academic Experience: Have taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions of higher education since 1998. I have occasionally been a paid guest lecturer taught undergraduate management courses online for eight years, and have been a guest lecturer in organization development and leadership at USF. In addition, I occasionally consult with local colleges and universities to design or revise lower/upper division undergraduate, graduate, and doctoral degree educational programs. Additionally, I've been a member of academic advisory boards

for the University of San Francisco and the South Bay Community College Consortium for nearly 20 years.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

Assistant to the Instructor (ATI):

Ms. Sonal Gill-Grewal is my Assistant to the Instructor (ATI) for this course. She has completed her DBA concentration courses and has advanced to the dissertation phase at Lincoln. She has two master's degrees; specifically, a Master's Degree in Commerce with a concentration in management, and an MBA in General Business. Sonal also has corporate experience, and has taught corporate and Lincoln students how to use applications such as, Adobe Photoshop. She will be working under my direct supervision for this course, and functions as my representative. She will not be involved in evaluating or grading any coursework produced by students; however, she will be practicing her feedback skills. She will be directly involved in record keeping (my Canvas grade book), and more importantly, assisting me with some of our class exercises, role-playing, demonstrations, case studies, and student presentations. Sonal's e-mail is: sgill@lincolnucsf.edu.

<https://canvas.instructure.com>

- Provide "lincolnucsf.edu" e-mail address at the beginning of class to be invited. When registering for the class on Canvas be sure to use your name as it appears on your LU course registration and not just your e-mail address. Those who only use their e-mail will not be recognized, nor added to the Canvas class roster, and their coursework will not be evaluated.
- Copies of syllabus and assigned coursework will be posted.
- Forum for class discussion as necessary.
- Calendar for course.
- Students can access their individual grades/point to date.

All group and individual assignments will be posted in Canvas. E-mailed and printed assignments will not be accepted unless approved in advance by the instructor. Each group member is required to post their group assignment.

Introduction:

Welcome to Import-Export Management!

In this syllabus, I will provide an overview of the course and the student expectations for this semester. It is important that you note the schedule of events, and assignments.

As a teenager and young adult, I hung around my dad and grandfather while they were at work in the family export business, which was called Hawaii Pacific International. They were in the business of procuring, supplying, and exporting construction supplies to commercial construction companies building military bases, hotels and resorts, office buildings, and other commercial construction projects in Hawaii, Guam, the Philippines, Vietnam, Okinawa, and many other locations in the Pacific Rim. It was here that I became interested in the import-export field and business in general. This was before the Internet age and GPS so we had to track cargo ships through the print media and the teletype machine in the office, which was a game for me. I used to try to predict the actual day and time when a cargo ship would finally arrive at its destination. I also used to like examining construction blue prints for things like a Hilton hotel as my grandfather would try to figure out how many feet of wood, steel, and concrete would be needed for the project so they could submit a bid to supply the building materials. As you can see, I am still enthusiastic about this field so I look forward to our first day in class.

More recently, I've been involved in a consulting role with facilitating strategic partnerships between companies in the U.S. and companies outside the U.S. on major infrastructure construction projects that include elements of a networked supply chain.

To be successful in this course, you need to exercise effective time management. This means completing the assignments as proscribed in the schedule at the end of this syllabus. In addition, the expectation is that you will have completed assignments on time. For example, if the topic for the class is Chapter 5, the expectation is that you have read Chapter 5 before class starts.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world at the performance level of an MBA graduate. I am confident that this course will be of value to you by helping you think more wisely, act more competently, and to make better decisions.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail.

Class Procedures

Before each session you should review the course syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class, another resource for this is the Canvas course site. It is important for you to come to class prepared! You should also consider reviewing the companion website for your required textbook. There are instructional aids that are available to you.

Instructional methodology includes: Lecture, class discussions, individual/team presentations, demonstrations, role-playing, guest speakers, group work, buzz groups,

practical exercises, social networking and crowdsourcing as it relates to this course, web-based instruction, and video. As mentioned above; having your smartphones, tablets, and notebook computers in class will enhance your ability to contribute to class exercises and discussions.

You should have an active Lincoln University e-mail account so you can use Canvas to receive any course revisions, feedback on your assignments, coursework, and any information that will be disseminated concerning the class. Electronic submission of coursework will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucasf.edu), and the assignments are posted to our Canvas site. With Canvas, you can check your point total or status of submitted coursework at any time. Note: Because I am teaching my ATI Sonal how to evaluate using Canvas, she will be practicing providing a preliminary evaluation of your coursework that is on Canvas. This is not an official evaluation of your coursework. I will be reviewing and evaluating all coursework that occurs in-class and on Canvas so rest assured my ATI is not grading your coursework so do not contact her if you see she has given you a high or low score. However, Sonal has demonstrated over the last few years as my ATI that she is able to provide insight and feedback that you might find valuable so do not discount the feedback she provides to you.

As you can imagine, graduate coursework requires significant work outside of class. For each class session, you should plan to spend at least one to three hours of your time studying, working with your learning group, and completing assignments for each class session. Based on prior classes, if choose to not read and study the textbook chapters, you will not use the concepts and processes from the text, which will result in a lower grade than you would otherwise earn if you study our text.

Students will also be asked during the semester to evaluate this course. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved.

Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.

Assignments, Policies & Coursework

Student Working Groups: In many classes students are allowed to form their own class groups for group assignments. There is something to be said for working with people you are familiar with and who you may have worked with in previous classes. Since this is an organizational development class, part of your education is to experience working with new and unfamiliar people who may come from cultural backgrounds that may be very different from your own. In this class, you will be randomly assigned to a group of approximately 4-5 students. In addition, you will be rotating through different groups during this course to simulate real work situations.

Group Assignments: When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.

The coursework for this class involves different types of assignments. Consequently, it should be helpful to you if an overview of the course work is outlined in the below table:

Assignments & Coursework:

Reading Assignments: Please refer to the course schedule at the end of this syllabus. When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session.

Syllabus Confirmation and Understanding Agreement: The syllabus can be downloaded from the LU website, and is available on Canvas. Once you are able to register your e-mail with Canvas, your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions, please contact me. Once you have completed the assignment, complete the assignment submission on Canvas by posting a simple reply message that you have read and understand the syllabus.

1) Group: Global Supply Chain Issues, Trends, and Problems that are related to the textbook topic for the session: In the first 20 minutes of selected class sessions (refer to the schedule below), each learning group will have no more than 3 minutes to informally discuss a global supply chain issue, trend, or problem with the class. This is an oral presentation and does not involve PowerPoint or handouts. Also, you cannot read word-for-word from your notes. Each group is required to submit documentation of their discussion topic that can be a magazine article, newspaper article, digital printout, etc. at the beginning of each class session with the names of those group members present at the

time of discussion. Only those group members present during this 20 minute time period when the group presents their topic receive course credit. Since this is a group assignment, it cannot be made-up. If you are late and your group has already completed the assignment, you will not receive credit.

2) Individual: Key Terms: Key terms for any business discipline is important because it is part of the language associated to those involved in the industry. Just as cultural competence is important so is having knowledge of the language used in specific business disciplines. Our class sessions are divided into two halves with break in between them. During each class session, our coursework will include identifying, defining, and discussing key terms for each chapter that we cover. I will identify one key term in the first half of the class session, and a second key term in the second half of the class session that you will need to write down and turn in at the end of class. If you come late to class or leave early, you will not receive credit for the key term that I have identified for this assignment. If you are absent, this assignment can be made up by typing a one-page (approximately 200 words/12-pt. font) discussion of the key term and it's relationship and importance to the field of global supply chain networking.

3) Individual: Future of International Trade: In a 1-2 page report on the impact on international trade of emerging economies like those of Eastern Europe, Africa, the Middle East, Southeast Asia, India, and China. What can we expect from them in the next 20 years? Evaluated on the A-F grading scale.

4) Individual: Reverse Logistics Assignment: In 1-2 pages report on the development of Reverse Logistics as part of a company's strategy for offering superior customer service. Evaluated on the A-F grading scale.

5) Individual: Infrastructure Analysis: In 1-2 pages, evaluate the infrastructure of a country of your choice, using the CIA's website as well as others, in order to determine the state of the infrastructure of that country. Evaluated on the A-F grading scale.

6) Individual: Entry Strategy: In 1-2 pages, choose a product and country, and determine, from your understanding of the alternatives, which would be the best entry strategy. Evaluated on the A-F grading scale.

7) Individual: INCOTERM Assignment: Go to the International Chamber of Commerce web site at http://www.iccwbo.org/index_incoterms.asp and write a 2-4 page report on aspects of Incoterms that may not be covered in the text or in class. A good source for such material is in the FAQ section of the web site. Evaluated on the A-F grading scale.

8) Individual: Vacation Currency Costs: In a 1-2 page report, estimate the costs of a vacation in any country in the world. After estimating the costs in U.S. dollars, convert the costs into local currencies. Using Internet data on actual costs in other countries (for hotels, rental cars, meals, etc.), determine if the exchange rate works to their advantage or disadvantage in your chosen vacation destination. Evaluated on the A-F grading scale.

9) Individual: Factoring Exercise: In 1-2 pages report on the steps involved in an international transaction that involves factoring. Evaluated on the A-F grading scale.

10) Individual: Lloyds's of London: In a 1-2 page report on the history of Lloyd's of London. Evaluated on the A-F grading scale.

11) Individual: Multi-Modal Transportation Carriers: In a 1-3 pages report on a specific transportation carrier that is headquartered outside the United States: a railroad company, a trucking company or a freight forwarder. Evaluated on the A-F grading scale.

12) Individual: Backward Integration Global Supply Chain Strategy: Select an industry, and research the supply chain from the perspective of how resources, parts, components are supplied to a manufacturer where these resources are transformed into the finished product. Next, analyze this supply chain and recommend what improvements or acquisitions could improve the effectiveness and efficiency of your selected supply chain. Prepare a 2-3 page report that details the group's analysis and recommendations. Evaluated on the A-F grading scale.

13) Group: Vendor-Consumer Logistics Issue Analysis: In a 1-2 page report, each group will be assigned a logistics issue from the viewpoints of both the consumer and the vendor. The group is required to make recommendations for resolving or improving the situation. Evaluated on the A-F grading scale.

14) Individual: Forward Integration Global Supply Chain Strategy: Select an industry, and research the supply chain from the perspective of when the finished product leaves the manufacturer and makes it way through the supply chain to the customer and/or consumer. Next, analyze this supply chain and recommend what improvements or acquisitions could improve the effectiveness and efficiency of your selected supply chain. Prepare a 2-3 page report that details the group's analysis and recommendations. Evaluated on the A-F grading scale.

15) Group: Bicycle Manufacturing Facility Placement: This is a visual assignment not a writing assignment! Each team will decide where to place a bicycle manufacturing facility based on labor costs, production costs, resource availability, markets, market regulation, political and legal issues. For this assignment, modes of transportation and transportation costs will not be part of the criteria. The team will create a poster or graphic explaining their decision, which will be presented to the class in a 7 minute or less presentation. The graphic can contain text labels, but it cannot lines of text. This is a visual exercise. The group can use **one** PowerPoint slide to display their graphic or picture. The group should consider the 7Ps of a marketing mix (you can use the emerging 8th "P" too) when developing their presentation. To refresh your memory, the 8Ps are: Price, Product, Promotion, Place, Process, People, Physical Evidence, and Product Quality (8th P). As you know the first four "Ps" are more associated with products while the next three are more associated with services. Evaluated on the A-F grading scale.

16) Individual: Port Security Measures: In a 1-2 pages investigate and report on the specific security measures taken by a port of their choice that is located outside the United States. Link the measures to the type of cargo transiting through that port. Evaluated on the A-F grading scale.

17) Individual: Harmonized System of Classification: In a 1-2 page report on a search of the internet for the Harmonized System of Classification numbers of the following products: retail dog and cat food (230910), rough untreated oak lumber (440391), a fire truck (870530), a space shuttle (880250), a harp (9202), and fresh or chilled Brussels sprouts (0704240). Evaluated on the A-F grading scale.

18) Group Global Supply Chain Project: Each learning team will be assigned a specific country and product where they will be required to develop a global supply chain that addresses **all** of the issues presented during this course. The team will determine if they will produce the product within the country, or produce it one country and export it to their assigned country. The team can choose whether to import or export. One issue to consider is the supply chain for getting the resources to the team's manufacturing site in order to produce a product. The team is required to research the logistics and costs for the transportation costs, and present a comparison to justify the rationale for selecting specific methods. The team will have to support their decisions in a 10-20 page paper and a PowerPoint slide presentation that they will present to the class. Evaluated on the A-F grading scale.

Assignments must have: The student's first and last name at the top of the page, and the student's identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following instructions. Electronic submissions without these items will not be counted and you must use your lincolncasf account for electronic submissions. **Group assignments must be posted by each member of the group who prepared the assignment to Canvas.**

Use the APA/Chicago-Turabian/MLA guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Assignments should be in a 12-point font with adjustments for headers, tables, etc. Lincoln's library staff is there to help you locate those resources.

Late Assignment Policy: Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full/partial week the assignment is late. If it is one week late, it is a 5% deduction. If it is two weeks late, it is a 10% deduction, etc.

If you register for the class late (up to three weeks), you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this

coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time. These late registration options are not available to students who are registered at the time of the first class session.

Plagiarism Policy: Copying word-for-word from the textbook or from any other source without correctly reference the source is plagiarism. If coursework is submitted that contains significant evidence of plagiarism (10%+ of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be “0.” If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.

Class Attendance Defined

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(2) Assignments that do not require team participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional’s note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent.

Class attendance is taken only once for each class session at the beginning of class using either coursework, textbook checks, or by a student’s presence. **I do not record late students.**

If you miss three consecutive sessions, you will be dropped from this course since your absence should have a negative effect on the workload and on the grades of your fellow group members. For more information, please consult the LU catalog.

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-“categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“ grade level above.

C = Average performance for a graduate student. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Course Grade Weighting:

Category	Percent	Point
Individual: Syllabus Understanding	0.5%	0.5
Individual: Future of Intel. Trade, Reverse Logistics, Infrastructure Analysis, Entry Strategy, INCOTERMS, Vacation Currency Costs, Factoring Exercise, Lloyd's of London, Multi-Modal Transportation Carriers, Port Security Measures, Harmonized System of Classification. (11 x 3 points each)	33 %	33
Individual: Forward and Backward Global Supply Chain Network Strategies (2 x 4 points each)	8%	8
Individual: In-Class Key Terms (x2 per class session, 26 total, 0.25 points each, 0.50 points per class)	6.5%	6.5
Group: Bicycle Manufacturing Facility Location Presentation	6%	6
Group: Vendor-Consumer Logistics Issue Analysis	6%	6
Group: Global Supply Chain Issues (x12, 0.50 point each)	6%	6
Group: Global Supply Chain Project (Paper & Presentation)	34%	34
	100%	100
Individual Performance = 49% & Team Performance = 51%		

Format for Submitting Assignments

(1) Write your first, last name, and student ID number at the top of your paper along with the title of the assignment (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian/MLA guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources.

(3) Electronic submission of coursework will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucsf.edu).

Academic References

In the United States, Wikipedia is not considered an academic reference in education by most elementary schools, high schools, and colleges. This does not mean you cannot site this as a source much like you would use a magazine or newspaper articles as a reference. You can use these non-academic reference sources to point you in the right direction when you need an academic reference to support your approach, argument, or analysis. One of the best resources you have as a student is the academic databases that are available to you through Lincoln's library.

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
August 22	<ul style="list-style-type: none"> • Introduction to course. • Homework: Study Chapter 1: Introduction. • Homework: Study Chapter 2: International Supply Chain Management. • Chapter 1 Presentation. • Learning Team Selection (Join with 3-6 other students to form a learning team). • In-Class Key Terms (one before the break, and one after the break)
August 29	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 1. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented. • Homework: Study Chapter 3: International Logistics Infrastructure. • Individual Homework Assignment: Future of International Trade. DUE: Post to Canvas anytime on September 12. • Individual Homework Assignment: Reverse Logistics Assignment. Due: Post to Canvas anytime on September 19. • Chapter 2 Presentation. • In-Class Key Terms (one before the break, and one after the break)
September 12	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 2. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented. • Homework: Study Chapters 4 & 5: Methods of Entry into Foreign Markets and International Contracts. • Individual Homework Assignment: Infrastructure Analysis DUE: Post to Canvas anytime on September 19. • Chapter 3 Presentation. • In-Class Key Terms (one before the break, and one after the break)
September 19	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 3. The

	<p>group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.</p> <ul style="list-style-type: none"> • Homework: Study Chapters 6 & 7: Terms of Trade or Incoterms and Terms of Payment. • Individual Homework Assignment: Entry Strategy. DUE: Post to Canvas anytime on September 26. • Chapters 4 & 5 Presentation. • In-Class Key Terms (one before the break, and one after the break)
September 26	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 5. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented. • Homework: Study Chapters 8 & 9: Currency of Payment (Managing Transaction Risks) and International Commercial Documents. • Individual Homework Assignment: INCOTERMS. DUE: Post to Canvas anytime on October 3. • Group Homework Assignment: Bicycle Manufacturing Facility Placement: PRESENTATION ON OCTOBER 10. • Chapters 6 & 7 Presentation. • In-Class Key Terms (one before the break, and one after the break)
October 3	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 7. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented. • Homework: Study Chapter 10 (International Insurance). • Individual Homework Assignment: Vacation Currency Costs. DUE: Post to Canvas anytime on October 10. • Individual Homework Assignment: Factoring Exercise. DUE: Post to Canvas anytime on October 10. • Chapters 8 & 9 Presentation. • In-Class Key Terms (one before the break, and one after the break)
October 10 (Columbus	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that

Day)	<p>is directly related to the concepts discussed in Chapter 8. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.</p> <ul style="list-style-type: none"> • Homework: Study Chapter 11 (International Ocean Transportation). • Individual Homework Assignment: Lloyds's of London. DUE: Post to Canvas anytime on October 17. • Chapter 10 Presentation. • In-Class Key Terms (one before the break, and one after the break)
October 17	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 10. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented. • Homework: Study Chapter 12 (International Air Transportation). • Individual Homework Assignment: Backward Integration Global Supply Chain Strategy. DUE: Post to Canvas anytime on October 24. • Chapter 11 Presentation. • In-Class Key Terms (one before the break, and one after the break)
October 24	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 11. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented. • Homework: Study Chapter 13 (International Land and Multimodal Transportation). • Individual Homework Assignment: Forward Integration Global Supply Chain Strategy. DUE: Post to Canvas anytime on October 31. • Chapter 12 Presentation. • In-Class Key Terms (one before the break, and one after the break)
October 31	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 12. The

	<p>group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.</p> <ul style="list-style-type: none"> • Homework: Study Chapter 14 (Packaging for Export). • Individual Homework Assignment: Multi-Modal Transportation Carriers. DUE: Post to Canvas anytime on November 7. • Chapter 13 Presentation. • In-Class Key Terms (one before the break, and one after the break)
November 7	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 13. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented. • Homework: Study Chapter 15 (International Logistics Security). • Homework: Study Chapter 16 (Customs Clearance). • Group Homework Assignment: Vendor-Consumer Logistics Issue Analysis. DUE: Post to Canvas anytime on November 14. • Chapter 14 Presentation. • In-Class Key Terms (one before the break, and one after the break)
November 14	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 14. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented. • Homework: Study Chapter 17: Using International Logistics for Competitive Advantage. • Individual Homework Assignment: Port Security Measures. DUE: Post on Canvas anytime on November 21. • Individual Homework Assignment: Harmonized System of Classification. DUE: Post to Canvas anytime on November 21. • Chapters 15 & 16 Presentation. • In-Class Key Terms (one before the break, and one after the break)
November 21	<ul style="list-style-type: none"> • First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 15. The

	<p>group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.</p> <ul style="list-style-type: none"> • Chapter 17 Presentation. • In-Class Key Terms (one before the break, and one after the break)
November 28	• Group Global Supply Chain Presentations & Papers due
December 5	• Group Global Supply Chain Presentations & Papers due